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CURRICULUM GUIDE AND RESOURCE UNITS FOR PERSONAL AND FAMILY
DEVELOPMENT IN ADULT BASIC EDUCATION. PRELIMINARY DRAFT.

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NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.

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ADULT BASIC EDUCATION HAS THE UNDERLYING GOAL OF
STRENGTHENING INDIVIDUALS, FAMILIES, AND COMMUNITIES, AND THE
IMMEDIATE TASK OF HELPING THE UNDER-EDUCATED ATTAIN SKILL IN
SPEAKING, LISTENING, READING, WRITING, AND ARITHMETIC SO HE
CAN BE TRAINED OR RETRAINED FOR A JOB. THE CURRICULUM GUIDE
WAS PREPARED FOR THE USE OF ADULT BASIC EDUCATION TEACHERS,
COUNSELORS, TEACHER-TRAINERS, CURRICULUM CONSULTANTS, AND
ADMINISTRATORS, AND TO ENCOURAGE STUDENT PARTICIPATION. UNITS
COVER THE AREAS OF HEALTH AND SAFETY, MONEY MANAGEMENT, ADULT
AND CHILDHOOD GROWTH AND DEVELOPMENT, HOMEMAKING SKILLS,
FAMILY RELATIONSHIPS, AND THE FAMILY IN THE COMMUNITY. EACH
UNIT HAS A BACKGROUND STATEMENT, QUESTIONS AND DISCUSSION
TOPICS, ACTIVITIES, AND SUGGESTED MATERIALS. THE ANNOTATED
LISTS OF BOOKLETS, POSTERS, FILMS, AND FILMSTRIPS APPROPRIATE
TO EACH UNIT GIVE AGE AND READING LEVELS, PRICE, AND SOURCE.
SOURCES OF MATERIALS, SPEAKERS, VOLUNTEER AIDS, AND
CONSULTANTS, AND GENERAL SUGGESTIONS FOR UNIT ORGANIZATION
ARE GIVEN. (AJ)

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ADULT BASIC EDUCATION FOR PERSONAL AND FAMILY DEVELOPMENT

**Curriculum Guide
Resource Units**

ABE

PREPARED FOR THE
U.S. OFFICE OF EDUCATION
DIVISION OF ADULT EDUCATION BY
THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CURRICULUM GUIDE
AND
RESOURCE UNITS
FOR
PERSONAL AND FAMILY DEVELOPMENT
IN
ADULT BASIC EDUCATION

Prepared under Grant No. OEG2-6-0671894-1894

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for

The U. S. Office of Education
Division of Adult Education

by

The National University Extension Association
1820 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Curriculum Guide for Personal and Family
Development in Adult Basic Education

INTRODUCTION

We are glad to forward to you this preliminary draft of a Curriculum Guide for Personal and Family Development in Adult Basic Education. This is another resource for developing and strengthening adult basic education programs. A number of you have indicated for some time the need for such a guide. Although in some states, considerable attention has been given to several of the areas included in these units, a comprehensive and coordinated resource of this type is not available. For this reason, and also because we share the recognition of the significance of the relationship between adult basic education and building strength in people, we have undertaken this task. We ask for your assistance.

We believe that by developing programs through which education makes a direct contribution to the day-to-day needs and concerns of individuals, families and communities, adult basic education strengthens its role as an agent of change, greatly enlarges the content of the curriculum, and increases the opportunities for involvement of many persons in the program.

We emphasize that this is a preliminary draft. It is for discussion and working purposes. The process of developing a Curriculum Guide that reflects the needs and concerns of individuals, families and communities served by adult basic education must be shared by many persons and must make use of the experience gained in programs all over the country. Select and adapt whatever content is suited for your use, and please let us know what proves helpful and what should be omitted from the completed Curriculum Guide for Personal and Family Development in Adult Basic Education.

In the preparation of this guide, a number of people were consulted. These included specialists in many agencies and organizations, including state and local leaders in adult basic education. We are grateful for their very helpful suggestions and contributions.

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PRELIMINARY DRAFT (For Discussion and Experimental Use Only)

RESOURCE UNITS

ADULT BASIC EDUCATION
FOR
PERSONAL AND FAMILY DEVELOPMENT

INTRODUCTION

"Education, if it is to mean anything, must teach us how to live"-
Horace Mann

Adult Basic Education is one of a growing number of programs, agencies, activities, that are "change agents" in helping people improve the quality of their lives. The Adult Basic Education teacher is a key member of the group of professionals and non-professionals who are committed to the task of assisting the undereducated, the economically and culturally deprived become self-supporting, self-motivated and self-reliant.

A major underlying goal of Adult Basic Education is the strengthening of individuals, families and communities. Already there is increasing evidence that Adult Basic Education experiences are contributing to the achievement of this goal. Effective combinations of personal contacts, skill development, information and activities -- in an atmosphere of mutual respect and encouragement -- help students to plan and take action for themselves and their families. From the outset, Adult Basic Education has reflected an approach that is challenging in its scope and dimensions. The skills of communication and computation are basic and so are the skills for living. In this frame of reference, the Adult Basic Education class becomes a laboratory for learning that extends into the home and community. The curriculum grows out of the needs and experiences of the students, and in turn, contributes to their development and betterment. For the students who have growing children, this learning has wider applications as they use this educational experience to strengthen their competencies as parents and their abilities to improve living conditions for the family. The benefits of this kind of education are immeasurable.

The immediate task of Adult Basic Education is to help the undereducated attain sufficient skill in speaking and listening, in reading and writing and in arithmetic in order to be trained and retrained for a job. The broader purposes of Adult Basic Education are immediately related to the day-to-day condition and needs of the people served. These needs are reflected in the major areas of National concern that seek to build strength in individuals, families, communities. Both the needs and major areas have served as the basis for the development of this Curriculum Guide, determining priorities, guiding the

choice of topics and activities and the selection of the materials that are included in the Guide. The teaching of basic skills is not minimized by this approach; instead, it becomes an essential element of every aspect as a means to the ends posed by the approach rather than as an end in itself.

The Curriculum Guide for Personal and Family Development is prepared for the use of Adult Basic Education:

teachers

counselors

teacher-trainers

curriculum consultants

administrators

Besides providing practical help, the Guide is designed to contribute to a broader, more dynamic concept of Adult Basic Education and to foster initiative, creativity, and innovation on the part of students as well as teachers and other leaders. It encourages the use of the experiences, goals and aspirations of the participants as the major component.

It emphasizes activity and involvement in focusing on their problems and plans.

It contributes to a curriculum that is dynamic and open ended.

It makes provision for constant changes,

for wide use of resources,

for immediate utilization of facts learned and experience gained,

for constant feedback, re-evaluation and modification.

The areas around which units are built are:

Health and Safety

Managing Money and Keeping Family Records in Order

Homemaking Skills

Food - Clothing - Shelter

Growth and Development - Children and Adults

The Family and Relationships Within the Family

The Family and the Community

Each unit includes a background statement, questions and topics for discussion, activities, and suggested materials.

Several objectives implicit in the Guide are:

1. Discussion is essential so that the students may "personalize" the information, express their feelings and ideas, and relate what is learned to their needs.
2. Identifying opportunities for employment in the various areas and learning pertinent facts about the jobs (including training programs) helps to link Adult Basic Education with job-oriented programs and encourages students in planning for further education and training.
3. Formulation by the student of a plan of action based on information and ideas obtained which can provide definite carry-over from learning to living.
4. Emphasis on the ways in which individuals, families, and communities affect one another gives continuity that reinforces learning.
5. Assessment by the student of his own resources and those in the community makes possible a positive, action-oriented approach.

The resources are almost unlimited for units that focus on strengthening individuals and families:

An overwhelming quantity and variety of materials -- booklets, posters, films, filmstrips are available upon request.

A wide variety of persons in business and professional fields are glad to be of help.

The number of volunteers often exceeds the jobs that can be provided so that worthwhile use can be made of their services.

Thus, the need and opportunity on the one hand, the resources and potential on the other, pose a continuing challenge to the Adult Basic Education administrator and teacher to combine creative imagination and effective action with insight and understanding in providing the most meaningful program possible.

SOURCES OF MATERIALS, CONSULTANTS, SPEAKERS, VOLUNTEER AIDS

**GOVERNMENT AGENCIES (Local, State, Regional Offices as well as
National Offices)**

Department of Agriculture - Extension Service

Department of Health, Education, and Welfare

Bureau of Family Services

Children's Bureau

Food and Drug Administration

Office of Education

Adult Basic Education

Vocational and Technical Education

Library Services and Education Facilities

National Teachers Corps

Manpower Development and Training

Public Health Service

Public Welfare Administration

Social Security Administration

Department of Housing and Urban Development

Department of Interior - Bureau of Indian Affairs

Department of Labor

Employment Service

Vocational Rehabilitation Agency

Office of Economic Opportunity

Community Action Program

Foster Grandparents

Neighborhood Youth Corps

Project Head Start

VISTA

EDUCATIONAL AND PROFESSIONAL INSTITUTIONS AND ORGANIZATIONS

University or College

- Agricultural Extension Service
- Extension Service
- Department of Health and Physical Education
- Department of Home Economics or Home and Family Living
- College of Education

Local High School

- Principal
- Teachers of Health and Physical Education, Home Economics, Art, Industrial Arts
- Librarians, Counselors, Nurse

Local Elementary School

- Principal, teachers, librarian, school nurse, visiting teacher or school social worker, lunch room manager

Education Departments of churches with programs on family life and related areas

Public Housing Offices

Public Libraries

Recreation Department

- Director and other professional workers
- Volunteers

Parent Teacher Association

- Education Chairman

- (Ask about their materials from the National Congress of Parents and Teachers on parent education, mental health and other related topics)

Local Hospitals

Professional Associations

- Dental Association
- Medical Association
- Nurses' Association
- Association of Nutritionists and Dieticians

Association of Recreation Workers
Teachers' Association
Librarians Association

Business and Industrial Firms

Labor Unions

BRANCHES OF NATIONAL ORGANIZATIONS AND COMMUNITY SERVICE ORGANIZATIONS

American Red Cross
Cancer Society
Child Guidance Clinic
Community Mental Health Center
Family Service Society
Heart Association
National Dairy Council
Tuberculosis Association
Salvation Army
Mentally Retarded and Physically Handicapped Settlement Houses

CLUBS AND ORGANIZATIONS

Altrusa
American Association of University Women
Association of Retired Persons
Business and Professional Women
Civitan
Junior League
Kiwanis
League of Women Voters
National Association of Colored Women
Quota
Rotary
Seroptomist
Young Men's Christian Association
Young Women's Christian Association
Youth organizations - Girl Scouts, Boy Scouts, Camp Fire
Girls
Zonata

Church-affiliated organizations

NOTE: The local Chamber of Commerce or the Public Library can provide a list of civic clubs and the names of the presidents. Club projects may include help for those in need - eye glasses, dentures, hearing aids, etc. Members may volunteer for recruiting, tutoring, transportation. Projects may include adapting materials to required reading level and suitable content for adult basic education participants.

INSURANCE COMPANIES

See local agents for information and for address of home office.

DRUG STORES AND PHARMACEUTICAL COMPANIES

Ask the druggist about free materials and addresses of companies.

NOTE: A number of the items listed in the bibliography for each unit have been prepared especially for adult low-level readers; however, many of the agency materials were not written specifically for this group. In some regions, pamphlets have been rewritten; the consultants in the agencies contacted can provide information about such materials. Although some of the items listed are above the reading level of adult basic education students, particularly those at the beginning level, they provide valuable information for the teacher. Significant sections should be adapted for the students and further use made of the information in compiling word lists, formulating discussion topics, making up arithmetic problems and relating the class work to the everyday lives of the participants.

"Experience based" learning requires continuous planning and modification.

Teachers are encouraged to develop Curriculum Kits for various areas included in this Guide. These should contain ideas and suggestions for planning and activities, as well as pertinent information and sample materials. A list of names and addresses of persons to contact for help is a valuable item for ready reference.

RECOMMENDED MATERIALS FOR THE TEACHER AND CURRICULUM DIRECTOR

Curriculum Guide to Adult Basic Education - Beginning Level - Adult Basic Education Branch - U. S. Office of Education, Washington, D. C. 20202. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price \$2.25.

Section I - pp. 1-4 The Need for Adult Basic Education

Section XIII. Enrichment Through Social Living

Community Resources - pp. 254-258

Health and Safety - pp. 260-263; 265-266; 280-282
286-288; 302-303; 305-306

Consumer Education - pp. 263-264; 282-285; 303-305
Community Resources - Contributions and Protection -
pp. 272-274; 294-297

Section XIV. Enrichment Through Everyday Science

Personal Health - pp. 313-317; 323-324; 331-333
Sample Unit: Dental Health and You - pp. 339-343

Section XV. Enrichment Through the Arts

The Community and the Home - pp. 344-352

A Guide for Teacher Trainers in Adult Basic Education - Published for the Trainer-of-Trainers Workshop Committee by the National Association for Public School Adult Education - Pages III - 45-50. (Other sections helpful)

High Level Wellness - Halbert L. Dunn. Revised 1967. R. W. Beatty and Company, P. O. Box 26, Arlington, Virginia 22210. A collection of twenty-nine short talks. The author stresses the close relationship of mind, body and spirit in discussing the positive goal of "wellness." Chapters on "Individual Wellness," "Family Wellness," "Community Wellness" and "Environmental Wellness," contain many topics for discussion. Paperback. \$1.95 (Discount for quantity)

Low-Income Life Styles - Lola M. Ireland, Editor - U. S. Department of Health, Education, and Welfare - Welfare Administration - Division of Research - For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 35¢

Extension Home Economics - FOCUS Dr. Mary Nell Greenwood, Director, Continuing Education for Women, University of Missouri, 124 Whitten Hall, Columbia, Missouri 65201. Excellent summary of family-focused topics and information. Statement of areas of National concern. Discussion of family stability; consumer competence; family housing, family health, community resource development. Suggestions for program planning and implementation. (Sale in quantity preferred). \$3.50 for 10 copies.

Parent and Family Life Education for Low-Income Families - A Guide for Leaders - Louise Proehl Shoemaker - U. S. Department of Health, Education, and Welfare - Welfare Administration - Children's Bureau - For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 30¢.

Reprints

Family Needs: Skills for Living - Joseph K. Folsom. Article reprinted with the permission of the author and of the Association of Childhood Education International, 1200 Fifteenth Street, N. W., Washington, D. C. 20036. From Childhood Education, Vol. 22, No. 2, pp. 70-74, October 1945. (Appendix C)

Building Family Strength. Edward V. Pope, Extension Specialist in Child Development and Human Relations, Federal Extension Service, U. S. Department of Agriculture. Speech presented to Family Life Conference, University of Massachusetts, Amherst, Massachusetts, April 4, 1961. (Appendix B)

Family Planning: One Aspect of Freedom to Choose. Reprint from Indicators, June 1966. One copy free - U. S. Department of Health, Education, and Welfare - Office of the Secretary - Washington, D. C. 20202

Periodicals

Today's Health. Published monthly by the American Medical Association. Annual Subscription \$4.00. Write Today's Health, 535 N. Dearborn Street, Chicago, Illinois 60610. (A doctor may be glad to furnish back copies and to pass on current issues.) Upper level readers. Pictures.

The P. T. A. Journal. The National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611. Annual subscription \$2.00

Films

Highly recommended films for all who participate in Adult Basic Education. Students, professional workers, volunteers. The relationship between the growth and self-realization of the person and the strengthening of the family and community are seen in all of them. Excellent for civic clubs and other community groups.

Spring Comes to Ventroux. 20 minutes, color. (Extension Division - U. S. Department of Agriculture) Contact county extension agent or Agriculture Extension Division of nearest university.

People in a West Virginia settlement learn what it means to work together in making their homes and community a better place in which to live.

Step A Little Higher. 20 minutes. Color-sound. Edward Feil Productions, 1514 Prospect Avenue, Cleveland, Ohio 44115

Probing the thoughts and inner feelings of men who have never learned to read well. It stars two former students of the Reading Center of the Cleveland Public Library, showing them facing real situations: A man is confronted with a job application that he can't read; a child feels rebuffed when her older friend refuses to help her read because he can't read himself. Potential uses: For teacher training to illustrate the problems of the under-educated adult. For student recruitment: can be shown to community groups to help find those with similar problems.

To Touch a Child. 30 minute. Color. The Mott Foundation, Flint, Michigan.

An excellent film showing the importance of bringing help through education to adults and through them, to their children. Presents the idea and service of the community school.

Some General Suggestions for all Units

1. Gather information about participants in the class as the basis for deciding what kinds of information will be needed. Use information from recruitment and personal data records, continuing survey forms, conversations with individual students, discussions in the group. This is personal information and may relate to very sensitive areas, so tact and discretion are particularly essential. The wide differences of almost every kind in Adult Basic Education classes make it necessary for Adult Basic Education programs to be "tailor-made." Some items about class members that are significant:

Ages? Men and women? Young school dropouts? Elderly? Reasons for enrolling in Adult Basic Education? Jobs of students? Live Alone? Head of Family? Mother or father? Ages of children? Older people in family? Any apparent problems with regard to health? On welfare? Earning fair salary? Live in rural area? town? city? Major problems in the area - housing, school situation, employment, human relations, etc.

2. Introduce each unit with a statement or a question to relate the topic to the lives of the students. Encourage the students to talk about their needs and problems and list information they need and questions they would like to answer. Talk about people in the community who might help. Make the experience one of combined efforts of the teacher and students.

3. Keep a file of newspaper articles, advertisements, want ads, magazine articles, television and radio programs and advertisements as sources of information and to help make students aware of the educational possibility of these communication media. Lead students to consider items: Is the information dependable or is it biased? Purpose for the article or ad? Why untrue information ads, etc. are published or produced? How can a person protect himself from dishonest advertising and want ads?
4. Provide for as much discussion as possible. Have the students select topics or questions to tell about. Keep in mind the use of time and value of the discussion avoiding overuse of time and too much pointless discussion.
5. Different students will have different concerns. Encourage individuals to make a special study of some health problem, disease, project, idea and tell the class about it.

Encourage several members to work together on a topic or problem.

6. Use role playing to demonstrate such situations as: parent helping child learn about some safety hazard; family members planning for making home safer or for improving health habits; community members planning for improvement campaign.
7. Display materials, posters, etc. Encourage "browsing" before class and during class breaks. Have students ask questions and tell about what they have learned from the materials, what new ideas have occurred to them.
8. Develop word lists from experiences and interests of the students for building vocabulary and for spelling.
9. Use material in teaching arithmetic through working on practical problems related to needs and experiences of the students.
10. Through class activities, introduce students to a number of people in the community and help students get first-hand acquaintance with various kinds of offices and agencies related to their day-to-day and special needs.
11. Encourage activities that involve other members of the family- wherever practicable.
12. Help each student note his progress and accomplishment by deciding on a few goals and objectives and periodically checking to see what he has done.

Keep an individual folder for each student as an evaluation tool. This strengthens the student's sense of being a person. Encourage student to put in the folder samples of his work and other items in which he is interested.

A basic item in the folder is the student's PLAN AND PROGRESS SHEET. (See Sample, Page 13)

Further Suggestions for Carry-over Activities

13. In each area help students become familiar with agencies that provide needed services.

a. What services are provided?

What person should be contacted?

What should the applicant do?

What information will the applicant be asked to furnish?

b. Develop a card file for the class with pertinent information for reference. Help students obtain information about services from the agency if possible. Learn to find information in the telephone directory and to use the file. (As appropriate for reading level.)

EXAMPLE:

AGENCY: Legal Aid Society

ADDRESS: 1040 Mariana Avenue
Jonesville, Illinois

TEL. NO.: WA 2-8605

HOURS: 8:30 - 5:00 - Mon. - Fri.
8:30 - 12:00 - Sat.

CONTACT PERSON: Mr. R. B. Pope

SERVICES: Gives advice and assistance in matters relating to the law and the individual or family. (Use back for additional information.)

Sample

PLAN AND PROGRESS SHEET FOR _____ UNIT

NAME _____ DATE _____

What I hope to accomplish:

Reasons:

Any particular problems:

PROGRESS RECORD: Give date, progress made, comments

(Filled in by the teacher in conference with the student in lower level classes. Upper level students can make entries on their own sheets. Use back for additional information.)

14. a. In each unit talk about job possibilities in the area being discussed. Relate this to the local situation and to the needs and interests of the students. For example: "In our community, what jobs do we know about that are concerned with health and safety?" (Nurse's aide, first aid attendant, policeman, fireman, etc.) Have students tell about jobs they or their friends have in the particular area. Invite someone from Manpower Development and Training, State Employment Office to visit the class to talk about jobs, qualifications and training. (Regulations and situations vary in different communities.)
- b. Develop a card file of jobs the students are interested in and include pertinent information.

SAMPLE (Imaginary Situation)

Related Area - Health and Safety

Job: Nurses's Aide in Nursing Home

Location of Jobs in South Chicago Area: Smith Nursing Home, Southview Residence for the Elderly, St. Ignatious Home

Training Program: Through Manpower Development and Training - Southshore Vocational High School

Contact: Mr. Paul V. West
118 Stevens Street, S. E.
Chicago, Ill. Telephone: LA 2-5098
Mr. R. A. Treat, Counselor
Southshore Vocational High School

(over)

Activities: Help in patient care and service
Bringing meals, preparing for bath, cleaning room, making beds, assisting nurse

Usual Hours of Work: 8 hr. shifts

Length of Training: 2 - 12 weeks

Requirement to Begin Training: Must be referred

Beginning Salary: Meets minimum wage

Benefits: Usual fringe benefits

UNIT I

HEALTH AND SAFETY

HEALTH AND SAFETY

Introduction

Poor health, disease and rising accident rates are major problems in the United States. Adult Basic Education shares the responsibility for alleviating these problems and has a most important role. The Guidelines for setting up State programs require that arrangements be made between the State Department of Education and the State Department of Public Health through which the Health Department gives assistance and services.

At the local level, a close working relationship should be developed between the Public Health Service and the Adult Basic Education program. Every possibility should be explored for helping ABE students to improve their health, the health of their families, the health and safety of their homes and also to promote health and healthful conditions in the community. The relationship of safety and health to other aspects of living should be stressed - to the way people get along, to learning, to good work on a job, to getting the most out of life. Students should be shown repeatedly how health and safety are affected by the choices a person makes, the habits he forms.

Needs, customs, conditions vary in different communities and among different cultural groups, therefore, "tailor made" local programs will vary. Each teacher for each class should develop units giving emphasis to particular needs, using information about the community and the class in selecting topics, suiting materials to the general skill level of the group.

When possible, students should be involved in adapting and developing materials thereby making the information especially meaningful for them.

The students' work should be displayed, or sent home as a means of adding interest and relating home life to class activity.

The effectiveness of the unit on health and safety will be reflected in evidences of increased interest and awareness, in the amount of information obtained and in behavior changes. These changes might include:

Participation in and contributions to the class study of the topics
Evidences of improved health through appearance
Evidences of attitude changes
Action taken for self and for family members such as:
Visits to the dentist

Visits to doctor and/or clinic for check-up or
treatment
Immunization taken
Visits to agency to obtain information needed
Participation in community activity related to
health and safety
Fire drill and fire inspections held at home
Cleanup campaign at home - in the community

In planning the unit, the teacher should provide for evaluation. Records kept should be used both in evaluation and in revising the unit for use with another group. As a "continuous feedback" students should be encouraged to discuss the help they have obtained (be specific) and ways in which the unit is not helpful so that plans can be adjusted right away. The students' recognition of their accomplishments serve to reinforce learning and encourage further effort.

Health and Safety

SUGGESTED TOPICS AND QUESTIONS

1. What is the meaning of physical health, of mental health, and "wellness?" Why are health and safety of first importance to a person, to a family? How do we feel when we have "the glow of good health?" Discuss the meaning of the definition below. 1/
2. What are some basic rules for good physical health and mental health? For dental care? For safety?
3. What is the relationship between physical health and mental or emotional health? How does one affect the other?
4. What health needs does the family try to fulfill? What safety needs? How are home health and safety related to health and safety at school and on the job?
5. What are some of the major responsibilities of the mother and of the father for health and safety of children (prenatal care, care of the baby, immunization, accident prevention, training of children, etc.)
6. What are some of the problems faced by families and communities in meeting health and safety needs?
7. What are community resources for physical and mental health, dental care, accident prevention?
8. What are the leading causes of disease and death in the United States? For the particular region, county, or city?
9. What are the important Federal programs and agencies concerned with health and safety and what do they seek to do for people? What responsibility does each person have with regard to these agencies and the services they provide? (Medicare, Family Planning, Food and Drugs - consumer protection, anti-smoking campaign, etc.)

1/ "Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease and infirmity" - from the Constitution of the World Health Organization United Nations. Discussed in High Level Wellness by Halbert L. Dunn.

10. What are the major children's diseases, the symptoms, dangers, protection, etc.? What are some of the kinds of emotional disturbances in children? Symptoms, prevention, help?
11. What are the leading causes of accidents and of accidents to children in the United States? In our region, county or city? How serious is the accident rate? Why?
12. What are the leading health and safety hazards in our homes? In our schools and communities?
13. What are principles of first aid that everyone should know? Where can we obtain training? Tell about instances where knowledge of first aid saved a life.
14. Why should parents know about home nursing? Who can give training and assistance?
15. What is a "quack" and what is meant by "quackery?" Why dangerous? What false claims do we find in newspapers, magazines, radio and television?

What protections are there in the community? What can each person do to protect himself?
16. What are some beliefs about health and illness passed down to us? Which are not true?
17. What are the major responsibilities of drivers? Of pedestrians?
18. What can I and/or my family do right away to make our home a healthier, safer place?
19. What are some special dangers to health and safety?

Overweight and underweight
pep pills and sleeping pills
smoking
alcohol
drug experimentation and drug addiction
other dangers and dangerous activities - firearms, daredevil driving, the "showoff" and mentally disturbed person
venereal diseases
20. What are some job opportunities related to health and safety? (nurse's aides, hospital attendant, home housekeeper, policeman, fireman, etc.)

Health and Safety

SUGGESTED ACTIVITIES

1. Display a wide variety of leaflets and pamphlets obtained from agencies and associations: Public Health, Food and Drug, Agriculture, Cancer, Tuberculosis, Heart, etc.

Make use of National emphasis on health and safety such as "Heart Month," "Accident Prevention Week," "Mental Health Month," "Fire Prevention Week.

Obtain materials and plan special observance and participation by the class.

2. Develop a word list of frequently used words related to health and safety.
3. Ask students to bring articles from newspapers about health and safety - about accidents, fires, epidemics, etc. Discuss television shows and news reports. Raise questions. How could this have been prevented?
4. Have the students discuss costs related to maintaining health and costs of illness and use the information in math problems.
5. Encourage students to make a poster or booklet using pictures from magazines illustrating health and safety ideas to be taken home and shared with their children and other family members.
6. Invite a doctor, public health nurse, health educator, or health teacher to talk to the class about personal and family health. Have the students suggest topics to be discussed and give the list to the speaker to use in preparing for the visit.
7. Develop a class card file of agencies that serve health needs. (See Suggestions - Page 12, No. 13, a and b.)
8. Add to the card file of agencies, a section on Specialists - include type of specialist and identification. (Pediatrician - doctor for babies and children: obstetrician - doctor for prenatal care and delivery of the baby, etc.) Help class members learn to identify specialists frequently referred to by agencies.

9. With the help of the class, make a list of home remedies used by parents, grandparents and older people. Ask a public health nurse to discuss these telling which are helpful, which useless, which possibly harmful.
10. Take field trips to the public health center, hospital, fire station or other agencies concerned with health and safety. Plan with students for the trip, items to observe, questions to ask and plan with the agency representative to get maximum benefit.
11. Ask parents of children in school to find out from them what they are studying about health and safety. Share the information in class.
12. Invite members of the school Safety Patrol to visit the class and tell about the training and work of the Safety Patrol.
13. Invite a druggist to come to tell the class about ways in which the Government protects people and about the services of the druggist.
14. Invite a member of the Fire Department to talk with the class about fire hazards; a member of the police force to talk about safety in the community.
15. Plan a "clean-up fire hazards" drive in the homes.
16. Plan with the students to have home "fire drills" in cooperation with the fire drills sponsored by public schools or else to initiate the idea. Have them discuss their plans and the results of the home fire drill.
17. Sponsor a fire drill for the Adult Basic Education classes - students talk to other groups about the need and the procedure. Supervise the drill.
18. Discuss with students the procedure for calling the fire department, ambulance and other emergency services. Have them make cards with names of service and telephone numbers to be taken home and posted for ready reference.
19. Invite someone familiar with opportunities under the Manpower Development and Training Act and the Vocational Education Act to discuss training opportunities for jobs related to health and safety.
20. Begin a file of jobs in health and safety for which the students or their friends may become qualified. (See General Suggestions Page 14.)

SUGGESTED MATERIALS

COMMERCIAL MATERIALS

Behavioral Research Laboratories
Box 777
Palo Alto, California 94302

Programmed Instruction - The American Health and Safety Series

First Aid
Nutrition
Personal Health
Prevention of Communicable Disease
Safety

Write for information about the series. Indicate level of reading required. Current materials suitable for upper level readers and for adaptation for lower level readers.

Birk & Company, Inc., Publishers
3 West 57th Street
New York, New York 10019

The Womanly Art of Self-Defense. Paul Boesch

Contains much valuable information. Suggestions for parents in care and training of children in taking precautions. Shows the woman how to recognize and try to avoid danger, and if, despite all precautions, she is attacked, how to defend herself. Grade level 6. May need adapting for group reading level and ideas that do not suit type of community.

This company publishes a wide variety of booklets for the "blue collar" worker. Write for a list of publications stating that materials will be used in Adult Basic Education.

California Migrant Ministry
3330 West Adams Boulevard
Los Angeles, California 90018

The Practical Education Series. Dorothy Goble

Good Health for You and Your Baby. 1964. 46 pp.
The Lopez Family. 1964. 55 pp.

Channing L. Bete Company
Greenfield, Massachusetts 01301

Scriptographic Books. 1965.

Attractive, illustrated pamphlets dealing with everyday problems. Twenty-one in the set relate to health and safety. Grade level - 6 plus. 14 pp. each.

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

Accent Education Titles. Barbara Dare and Edward J. Wolfe.

You and Your Needs. 23 pp.
Taking Stock. 22 pp.

Soft cover books that encourage discussion. A worktext in social skills. Grade levels 3-4.

Noble and Noble, Publishers
750 Third Avenue
New York, New York 10017

How We Live. Angelica W. Cass. Sections on Health and Safety.

Reading selections deal with shopping and family life situations. Develops comprehension and vocabulary. Grade levels 3-4.

Silver Burdett Company
Morristown, New Jersey 07960

Call Them Heroes. Books 1, 2, 3, 4

Stories about successful lives and success in careers.
(Select stories related to unit) Grade level 5-6.

Steck-Vaughn Company
P. O. Box 20208
Austin, Texas 78767

Health for Happiness. R. F. Whaley

Discusses what it means to be healthy, causes of disease and several diseases, prevention, mental health, good eating habits, quacks. Grade levels 7-9.

Steck-Vaughn Company (Continued)

Health Series

Steps for Health - Grade 4
Exploring Health - Grade 5
Health for Everyday - Grade 6
Building a Healthy Body - Grade 7
Healthful Living - Grade 8

They Work and Serve. Bill Knott. Chapter 6

"Hi, Mommy." The story of a Nurse's Aide.

FREE AND INEXPENSIVE MATERIALS

(Single copies usually FREE upon request. Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

Department of Health, Education, and Welfare, 300 Independence Avenue, S.W. Washington, D. C. 20201 (Specify Bureau when requesting materials)

CHILDREN'S BUREAU (HEW)

*Publications of the Children's Bureau.

Lists all major items. Some annotated. Gives length, price.

Accidents and Children. Children's Bureau Folder No. 48. 1963.

Interesting and practical. Good help for setting up safety goals in the home. Teacher.

Breast Feeding Your Baby. Children's Bureau Folder No. 8. 1965.

Reading level. Grade 5.

The Care of Your Children's Teeth. Children's Bureau Publication No. 439.

A guide to parents in obtaining good dental health for their children. Reading level 4 to 5.

The Child With a Speech Problem. Children's Bureau Folder No. 52.

Valuable for all parents of young children. Helpful suggestions. Upper level readers.

The Child With Rheumatic Fever. Children's Bureau Folder No. 42

Information and suggestions for parents. Upper level readers.

Family Planning - Leaflet - All levels.

Illness Among Children. Children's Bureau Publication No. 405

Valuable information for teachers to use in presenting the extent of the problem of home accidents and of children's illness.

Why Nick the Cigarette is Nobody's Friend. Children's Bureau Publication No. 447. 1966.

Written for 4th and 5th grades. For parents to share with their children but with meaning for adults. Clever drawings.

A Light on the Subject of Smoking. Children's Bureau Publication No. 448.

For parents to share with their children. Reading level 6th & 7th.

Moving into Adolescence - Your Child in His Pre-teens. Children's Bureau Publication No. 431.

Teacher and upper level readers. Valuable information, simply presented.

You Can Quit Smoking. Children's Bureau Publication No. 433.

Addressed to teenagers but all right for adults. Content refers to health, money for other items.

Your Children's Feet and Foot wear. Children's Bureau Folder No. 41

Practical suggestions. Reading level 5-7.

Your Pre-School Child's Eyes. Children's Bureau Folder No. 54.

Information and suggestions of great value for parents. Teacher and upper level readers.

Your Teenage Children and Smoking. Children's Bureau Publication No. 423.

Valuable help for parents. Upper level readers.

When Teenagers Take Care of Children. Children's Bureau Publication No. 409.

Helpful information for mothers and adult baby-sitters too. Teacher and upper level readers.

When Your Baby is On the Way Children's Bureau Publication No. 391. Spanish version. Minetras Su Bebe Este En Camino. Children's Bureau Publication No. 391.

A short, picture booklet covering the most important points in good maternity care. Reading level 3-4 grade.

FOOD AND DRUG (HEW)

Dennis the Menace Takes a Poke at Poison. Comic Book.

Especially valuable: Message to parents from the Surgeon General of the Public Health Service and the Commissioner of Food and Drug. All levels.

First Facts about Drugs. FDA Publication #21. For the teacher.

A valuable summary of interesting and practical information about various kinds of drugs. Provides material for some "do's and dont's" for students.

PUBLIC HEALTH SERVICE (HEW)

Ask the Health Educator of School Public Health Nurse to share her copy of A Directory of National Organizations with Interest in School Health. February 1967. U.S. Department of Health, Education, and Welfare. Public Health Service.

- * A list of Health Information leaflets and pamphlets of the Public Health Service.
- * Family Immunization Record (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - \$2.00 per one hundred)

PUBLIC HEALTH SERVICE (HEW) (Continued)

Children ... and Refrigerator Entrapment

Preventing Child Entrapment in Household Refrigerators. A teaching guide.

Good discussion of the problem and prevention. Text for teachers and upper level readers. Pictures giving instructions are excellent.

A Living Pump. Chart - 11" x 17"

Describes the circulation of the blood.

Como Esta Usted?
Cuidese Usted Mismo

Written simply - Leaflets give information about syphilis and gonorrhea and instruction for obtaining treatment. Prepared by the American Social Health Association. May be obtained from this agency also.

Community Health Services - The Case of the Missing Mileposts. Public Affairs Pamphlet No. 1805 for teachers.

Helpful discussion of needs and services. Health Service check list to serve as a "citizen's alert to some of the hazards that require comprehensive health service."

Emphysema - When the Breath of Life Falters. Public Affairs Pamphlet No. 326.

Information about this disease that is increasingly prominent. The nature and cause, symptoms, and treatment. Teacher and upper level readers.

Viruses, Colds and Flu. Public Affairs Pamphlet No. 395

Factual interestingly written presentation. Useful information. Teacher and upper level readers.

Seat Belts Save Lives. Accident Prevention.

Presentation appeals to all levels.

The Mentally Retarded - Their New Hope.

This booklet is a part of a National Campaign to inform the public about the scope of mental retardation and what must be done to assure the mentally retarded their rightful place in our democratic society. Teachers.

The Glue Sniffing Problem. For quantity; Information Materials Press. 25 West 45th Street, New York, New York 10036. One - 24 copies - 20¢ each.

For teachers and advanced Adult Basic Education Readers. Single copies free. Public Health Service. Prepared by the American Social Health Association and may be obtained from this agency also.

Hooked - Comic book style. The problem of dope addiction.

Johnny Gets the Word

For quantity; Information Materials Press. 25 West 45th Street, New York, New York 10036. Copies 15¢ each - 200 to 500 copies, \$9.00 per hundred.

Picture books in comic book format about problems of drug addiction and venereal disease. Single copies free. Public Health Service.

The leaflets listed below are a few of the many available. Local public health service may provide copies. Reading level varies. Upper level adult basic education students can read some of them. The teacher will find useful information that can be adapted for all reading levels.

About Syphilis and Gonorrhea
Alcoholism
Allergy
Anemia
Arthritis & Rheumatism
Asthma
Better Teeth for Life
Bronchitis & Emphysema
Cancer
Chickenpox
Cigarette Smoking, Chronic
The Common Cold
Constipation
Diabetes
Emphysema
Glaucoma

Have You Seen This?
(Warning on Cigarette Package)
Hay Fever
Healthy Teeth
Home Care of the Sick
Home Refuse Storage
Home Sanitation
Hookworm Disease
Insects that Carry Disease
Louise Infestation
Measles
Mumps
Pinworms
Poison Ivy

Radiation
Rheumatic Fever
Ringworm
Septic Tank Care
Simple Goiter
Some Facts About Suicide
Sunstroke
Swimming
Tapeworm
Tetanus
Trichinosis
Tuberculosis Today
Varicose Veins
Whooping Cough

ASSORTED PAMPHLETS

The American National Red Cross, National Headquarters, 2025 "E" Street,
N.W., Washington, D.C. 20006

(Get information from the nearest Red Cross office. Courses
may be taught for low level readers in your community.)

Baby Care is a Family Affair

Simple leaflet telling about Red Cross course in mother and
baby care. Low level reader.

Baby Care - Programmed course - 4 units of 2 sections each. Order from
Instructional Materials Laboratories, Inc., 18 East 41st Street,
New York, New York 10017. \$12.00 for set for 30 students.
This edition not suitable for ABE students. Adaptation necessary.

Emergency Family Handbook.

A valuable and comprehensive discussion of emergencies and how
to handle them. Illustrated with diagrams and sketches.
Teachers and upper level readers.

First Aid. Programmed Instruction for ten-hour course. Instructional
Materials Laboratories, See above.

Fitness for the Future

A special course offered by the American Red Cross. Four
sessions: Living Healthfully, Living Wisely, Living Safely,
Living Leisurely. Ask about group leaders' manual and
possibilities of a course provided locally by the Red Cross.

Have Fun - But ...

A poster about safety precautions regarding swimming.

Home Nursing. Programmed Instruction. Student's manual and Instructor's
manual.

For the teacher and advanced reader. Individual copy \$1.50
(School discount if bought in quantities.) Available at local
American Red Cross Chapter or National Headquarters. Adapted
edition for grade 4 reading level in preparation by Mott
Foundation, Flint, Michigan.

*Metropolitan Life Insurance Company, Health and Welfare, Division,
1 Madison Avenue, New York, New York 10010

A wide variety of booklets, displays, films on Health and Safety are available. Write for a list of current publications indicating that materials will be used for Adult Basic Education. Most items are distributed only for the teacher but a few may be obtained for distribution to students. Reading levels vary. Valuable information, easily adapted.

Casper and the Friendly Dentist. American Dental Association,
211 East Chicago Avenue, Chicago, Illinois 60611

For parents to share with young children.

Danger Signals. Cancer Society

Everyday Tensions in Women's Lives. Connecticut Mutual Life Insurance
Company, 140 Garden Street, Hartford, Connecticut 06105

Good material for discussion of mental health problem.
Grades 4-6.

Child's Guide to Fire Safety. National Board of Fire Underwriters.

Recommended for parents and their children.

Bare Facts about Smoking. Heart Association.

What School Children Think About Smoking. Heart Association.

Happy Journey - Preparing Your Child for School. National Congress of
Parents and Teachers, 700 North Rush Street, Chicago, Illinois 60611

Food For Young Children. National Dairy Council, 111 North Canal Street,
Chicago, Illinois 60606

Go Places, Gal. National Dairy Council.

Suggestions for good health and good grooming for the young
adult.

You're On Your Way. National Dairy Council.

Brochure for health and personal grooming for young men relating
to job and social life.

*Statistical Bulletin. p. 30. A monthly publication. Articles, health
and safety facts and figures about the population. (August 1966.
"Fatal Accidents among Pre-school children.")

Fun on a Bike. National Safety Council, 425 North Michigan Avenue,
Chicago, Illinois 60611.

*My Health Reader. J. B. Adair, Editor. Published by Texas Education
Agency and Texas Department of Health. Order from Office of the Dean,
Division of Extension, the University of Texas, Austin, Texas 78712.

Concerned with basic needs in health and safety. Written
especially for ABE students. Topics included relate to
daily needs and problems in health and safety. Includes
word lists, questions for discussion, suggested activities.

As Others See Me. Geneva Higgins. Personal grooming. Making a good
impression. Illustrated. Grade 2. Koinonia Foundation, Box 5744,
Baltimore, Maryland 21218.

Safety, Your Child Heritage. Prudential Life Insurance Company

Check Your Home. Prudential Life Insurance Company

Without Warning - Comic Book Style. Tuberculosis Association.

Handbook of Child Safety. American Academy of Child Safety.

Safe at Home and in the Community. John Hancock Life Insurance
Company.

Looking Forward to School. The Equitable Life Assurance Society
of the United States, 1285 Avenue of the Americas, New York,
New York 10019.

Good suggestions for parents of children about to start to
school. The Adult Basic Education teacher should select the
points that seem to fit the needs of the group.

Overweight - Underweight. The Equitable Life Assurance Society of
the United States.

Open-out leaflet with accurate information and sound sugges-
tions. Chart for recording weight goal and weight record.

Protection Against Communicable Diseases. The Equitable Life Assur-
ance Society of the United States.

Interestingly written and illustrated. Chart of children's
diseases and pertinent information, suggestions about pre-
cautions against catching and passing on diseases, chart
for checking the Family's P.Q. (Protection Quotient)

*In preparation. Health Book for Adult Basic Education. N.C.
Division of Adult Education and Community Services, State Board
of Education, Raleigh, North Carolina 27602.

Planned Parenthood. World Population. 515 Madison Avenue, New York, New York 10022.

Escape from Fear. Comic Book Style. Upper level readers.
Birth Control Facts for Families
For Men Only (Amusing, cartoon style)
Plan Your Children

Simply written leaflets that present the ideas of the joy of children and the benefits of choice and planning for families. Beginning levels.

TEENAGERS: Marriage, Babies

Wholesome approach, helpful ideas for planning one's life. Highly recommended for the young adult and for parents of growing children. All levels.

Ten Little Children Series. Imagination, Incorporated, 4032 Maryland Avenue, North, Minneapolis, Minnesota 55427.

Highly recommended. Colorful, amusing leaflets with safety rules: Bicycle riding, swimming, driving, smoking, etc. Used in school health programs but have high adult appeal. Good for parents to share with children. Grade level 4-6. Inexpensive. Write for list and prices.

You and Your Baby. John Hancock Mutual Life Insurance Company

Good discussion of baby care. Teacher and upper level readers. 32 pages.

Health Education Service - P.O. Box 7283, Albany, New York 12224
The Gift of Life

A picture book for parents to help them teach their boys and girls about birth and human growth. Information is carefully selected and presented in simple sketches with a minimum of words. Produced by New York State Department of Health, Albany, New York. Write for free copy.

Some Ways to Make Your Home Safe. Dorothy Simpson. Booklet No. 6 Kalamazoo. AAUW Literacy Writing Project. Kalamazoo, Michigan. Marian D. Spencer, editor and Kalamazoo Library System, 1966. 13 p. 30 cents.

One of a series written for the adult with limited reading ability. Contains suggestions for keeping one's home and children safe.

Sunburn. Dorothy Simpson. Kalamazoo AAUW Literacy Writing Project.
Kalamazoo, Michigan. 25 cents. (See above listing)

An illustrated booklet on the prevention and care of sunburn.

FILMS AND FILMSTRIPS

The film libraries of State Departments of Education and State Departments of Health (including Mental Health) contain many films that may be used in Adult Basic Education. Other resource agencies and organizations may provide films and discussion leaders. Ask for suggestions from the specialist or consultant. Preview the film to be shown to be sure that it is suited for the particular group and worth the time and effort.

A brochure, Selected Films on Child Life is available from the Children's Bureau - Department of Health, Education, and Welfare, Washington, D. C. 20201.

Children at Play - With Poison. 10 minutes, color, 1963.
Communicable Disease Center, for loan.

In animation the story is told of three children who come in contact with products in the home that are potentially dangerous to children if accidentally swallowed. Eight steps for "poison proofing your home" and descriptions of what to do in case of accidental poisoning are included.

The Dangerous Stranger. 10 minutes, black and white or color.
1950. Sid Davis Productions.

This film is designed to impress children with the need to be on guard against molesters and not to become friendly with strangers.

Heroine of the Week. 6 minutes, black and white or color.
1954. Association Films.

A 12-year old baby sitter saves the lives of two younger children from a threatened fire because of safety training she has received in school.

Home Homicide. 8 minutes, black and white, 1954. Yeshiva University.

Statistics on home safety are presented including animated drawings showing how accidents occur. This film provides a springboard for discussion.

How to have an Accident in the Home. 8 minutes, color, 1957. Walt Disney Productions.

Common causes of accidents in the home are illustrated through animation.

Save Those Teeth. 11 minutes, black and white, 1949. Encyclopaedia Britannica Films.

The importance of proper cleansing of the teeth is emphasized. The film shows how teeth are affected by excessive use of refined sugar and demonstrates the use of sodium fluoride solution in the prevention of tooth decay. Prescribes specific rules to be followed in the care of teeth.

The School that Learned to Eat. 22 minutes, color, 1948. General Mills.

The children and teachers in a small Georgia grade school work to improve their health standards with the cooperation of the whole community.

Smoking and You. 11 minutes, color, 1963. Contemporary Films.

This film is designed to cope with the problem of cigarette smoking and to safeguard the health of youth.

Something You Didn't Eat. 9 minutes, color, 1945. Walt Disney Productions.

This film combines entertainment with basic instruction on the seven major food groups necessary to good health and points out sins of omission as well as of commission in eating.

The Time of Growing. 29 minutes. Metropolitan Life Insurance Company. Free.

To stimulate thought and discussion about the needs and problems of children.

To Keep Them Well. 15 minutes, color, 1958. Sam Orleans
Film Productions.

The importance of continuous medical supervision of children from birth through school years is emphasized.

Wise Parents - Healthy Babies. 11 minutes, color, 1947. DuArt
Film Laboratories.

The role of prenatal services in safeguarding the mother and the coming child is analyzed. The film also shows the importance of well baby care. It is available in English, Spanish, and Portuguese versions.

In preparation. Adult Basic Education, State Department of Education, Albany, New York. Filmstrips and accompanying materials for 10 units: Filmstrip tapes; flip charts; student work material; teachers' guide and references. Area: Health & Nutrition; Consumer Education; Home and Family Life, Practical Government. Write for information about materials and how they may be obtained.

UNIT II

MANAGING MONEY AND KEEPING FAMILY RECORDS IN ORDER

MANAGING MONEY AND KEEPING FAMILY RECORDS IN ORDER

The majority of the day-to-day concerns of individuals and families in low-income groups are related to earning and spending. Some of their most urgent problems emphasize their need for information and understanding and action. Not only do "the poor pay more." They are the targets of many deceptive schemes and exploitive practices. They are the victims of their own lack of foresight and judgment.

A number of community agencies are focusing their attention on the consumer problems of the poor. Adult Basic Education has both a challenging opportunity and critical responsibility to use all resources in enabling students to help themselves and their families protect their incomes, become wiser consumers and participate in the economic life of the community in a responsible way.

Individuals and heads of families must be able to keep up with the growing number of records and documents that are acquired and which should be provided on occasion. Adult Basic Education offers a vital service by increasing the competence of students in these areas of personal and family management.

This unit touches on many of the critical topics concerning credit, buying practices, fraudulent schemes. In the following unit, more specific and detailed consideration is given to consumer information needed in providing food, clothing, and shelter for the family.

Managing Money and Keeping Family Records in Order

Suggested Topics and Questions

See Appendix D - Resource Guide: Consumer Problems of the Poor
Appendix E - Who Can Help? Local Resources for Consumer
Education and Organization

1. What is meant by "income?" What are the sources of income of people whom students know? (List on board as students reply - salary, pay for odd jobs or day work, Social Security payment, welfare payment, rent on house or other property, interest for money in saving accounts, invested or loaned, military service pay and expenses, retirement payments, etc.)
2. What is "take home" pay? What is meant by "deductions?" List some deductions and mark the ones that are savings (s), those that are protection (p), and taxes (t).
3. What is Social Security? How does this benefit the individual and his family?
4. What is medicare? Whom does it benefit?
5. What are some good ways of getting some of the things needed and desired without buying them? Have students illustrate from their experience. (swapping, exchanging service for goods, making items needed.)
6. What are some ways of adding to the income? (extra work, overtime, selling handmade products, etc.) What are some of the "do's and don'ts" to follow? For instance - Don't work too many hours; Do check any rules or laws that might apply; Do compare expenses incurred to income from extra activity, etc.)
7. Why do we have to learn to protect our income? What are some of the threats or dangers to income? (Swindlers and salesmen or advertising with false claims, etc.)
8. Why should we learn more about "something for nothing" deals or big bargains before buying?
9. How do some communities help protect consumers? What responsibility does a good citizen or family have regarding earning, spending, savings, protection against fraud, etc.?
10. What are some "do's and don'ts" of shopping and wise buying?

11. Why is installment buying one of the greatest problems of many people? How can installment buying be a convenience and help? What is meant by this - "The Poor Pay More?"
12. What are contracts? Loans? Mortgages? Deeds?
13. What is the difference between saving money and investing money? What are some of the services that a bank gives? What is a credit union? A consumers union? What are some kinds of investments?
14. What do we mean by insurance? What are the most commonly used types and how does each one help the holder? What are some "do's and don'ts" regarding insurance?
15. What is a "budget?" Using some of the same budget forms in the suggested materials, help students make out an imaginary budget.
16. What are some of the decisions and arrangements a working mother has to make? Why is it sometimes cheaper not to work?
17. What are some ways of helping children learn about managing money? How can the school help? What can children do to help the family money go farther?
18. What are some of the records, documents and official papers that an individual and a family has? (list on board as students name them). Discuss the purpose of each and the responsibility for obtaining, safe storage, renewal, etc.

Wills, deeds, contracts, ownership of auto, etc.

Licenses - auto or truck driver's business, firearms permit, hunting and fishing, dog.

Certificates - birth, marriage, death record, divorce decree.

Records of service in the Armed Forces and discharge papers, (allotment, insurance and hospitalization policies)

Insurance policies, property, work records, school records, church membership certificate, passport.

Health records - immunization, prescriptions, clinic regulations.

19. What records are usually needed? (1) When a family moves; (2) when one applies for a marriage license; (3) when one travels outside the country; (4) when a child starts to school; (5) when an auto tag is bought, etc.
20. How can parents start and keep a "file" of family records?
21. What agencies or individuals in the community can help parents or individuals get the most for their money? Who can help parents understand family records and keep them in order?
22. What are some jobs related to topics in this unit? (Add to card file - See Activity #9) For example: Typists, file clerks, bank guards, messengers, sales clerks, package wrappers, delivery men, route men, cosmetic saleswomen.

Suggested Activities

See suggestions in A Guide for Teacher Trainers in Adult Basic Education, pp. III, 47-49 and Curriculum Guide to Adult Basic Education, Beginning Level - pp. 263 - 264.

1. Display a wide variety of leaflets and pamphlets obtained from agencies and associations. (See list of free and inexpensive materials at the end of this unit.)
2. With the help of the students, develop a word list of frequently used words related to consumer needs and problems and to family documents. Prepare a "dictionary" of words and their meanings.
3. Make up arithmetic problems using information in this unit.
4. Help the students put together an "arithmetic book" containing arithmetic problems developed in this unit. Illustrate with magazine pictures, clippings, etc., using captions and thus increasing opportunities for reading and writing.
5. Ask students to bring newspaper and magazine articles and advertising that relate to topics considered in this unit. Discuss in class. Also discuss information and ideas from television, shows, ads, etc.
6. Ask different students on small "teams" to prepare and discuss with the class, ways of making money go farther. For example: (1) Keeping from getting sick or hurt; (2) taking care of clothes; (3) paying cash; (4) swapping and exchanging services, goods; and (5) making something for sale.

7. Invite speakers to talk to the class about pertinent topics.
(banker, credit union director, manager of a store, insurance agency, representative from the Better Business Bureau or Legal Aid Society, Extension agent, home economics teacher, teacher of business education, ect.)
8. Have students role play situations involving door-to-door salesmen (both honest and dishonest pitches) a husband and wife discussing needs or problems of concern in the group, a parent helping a child learn about money, etc.
9. Add to the card file of jobs a section for this unit and make cards for jobs related to various areas considered. (See General Suggestions #14 page 14.)
10. Add to the card file of Agencies begun in the Health Unit a section on agencies in the community that aid and protect the consumer. (See General Suggestions #13 page 12.)
11. Have students make "reminder cards" to take home to help them remember special cautions regarding door-to-door selling, selling by telephone, mail, "fire sales," etc.
12. Encourage students to make a "file box" for family records if they do not have one. Ask that some be brought to the class.

MANAGING MONEY AND FAMILY RECORDS

MATERIALS

Sources of information and recommended materials for the Teacher, Curriculum Director, Administrator:

County Consumer Education Center - The County Extension Office of the Department of Agriculture. Teachers are invited to visit and will find this Center a source of materials, information, consultants.

The Community Planning Agency of the Office of Economic Opportunity often has a Consumer Education program. Contact this office for information about materials and speakers.

Consumers Union. Education Department, Mount Vernon, N. Y. 10550.

A non-profit organization whose main activity is to test and report on competing brands of consumer goods.

Consumer Reports - a monthly Periodical

The Poor Pay More by David Caplovitz.

A book about problems of poor families related to installment buying.

Consumer Education for Low Income Families. A limited survey of Programs and Resources.

The Most for Their Money - A report of the Panel on Consumer Education for Persons with Limited Incomes. June 1965.

President's Committee on consumer Interests. Superintendent of Documents, U.S. Government Printing Office, Washinton, D.C.

Valuable sections: Who can Help: Resources for Consumer Education. Names and Addresses of National and Regional Offices of Federal agencies. Names and addresses of Nation organizations.

7. Invite speakers to talk to the class about pertinent topics.
(banker, credit union director, manager of a store, insurance agency, representative from the Better Business Bureau or Legal Aid Society, Extension agent, home economics teacher, teacher of business education, ect.)
8. Have students role play situations involving door-to-door salesmen (both honest and dishonest pitches) a husband and wife discussing needs or problems of concern in the group, a parent helping a child learn about money, etc.
9. Add to the card file of jobs a section for this unit and make cards for jobs related to various areas considered. (See General Suggestions #14 page 14.)
10. Add to the card file of Agencies begun in the Health Unit a section on agencies in the community that aid and protect the consumer. (See General Suggestions #13 page 12.)
11. Have students make "reminder cards" to take home to help them remember special cautions regarding door-to-door selling, selling by telephone, mail, "fire sales," etc.
12. Encourage students to make a "file box" for family records if they do not have one. Ask that some be brought to the class.

The Hidden Persuaders by Vance Packard. Pocket Books, Inc.
360 Fifth Avenue, New York, New York. 50¢.

A book that reveals ways in which the advertising influences people to buy.

People, Problems and Pieces of Paper. Tennessee Department of Public Health, Division of Vital Statistics. Nashville, Tennessee.

A book developed by the Tennessee Department of Public Health with the help of teachers for use in funding the students "in his understanding of vital records and statistics and the place each has in protecting and promoting health in the home and community. Suggests a cooperative activity for health and Education Departments in other States. Not recommended for local programs or individual teachers unless State ABE Director has made provision for obtaining copies by contacting Tennessee Department of Health.

You and the Law by Arthur P. Crabtree. 1964, pp. 250. Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Attempts to explain law to the layman. Discusses contracts, mortgages, wills and landlord-tenant relationships. Good as a basis for discussion. Teacher.

Law for the Family Man by Libby F. Jessup. Oceana Publications, 80 Fourth Avenue, New York, New York 10003. pp. 100 \$2.50

Valuable information about the legal aspects of family relationships and family matters such as wills, leases, contracts, insurance. Helpful for the teacher in planning unit and providing information.

Reprint:

"When you Borrow, When you Buy - Watch Those Interests Rates"
by Irwin Ross. Readers Digest. November 1963.

FREE AND INEXPENSIVE MATERIALS

Government publications and most of the other items listed in this section: One copy free upon request. Few of the items listed are intended for general distribution. They are selected for use in class and on a loan basis. Individual copies may be obtained by the student from the local office or by written request. Teachers should examine any items before purchasing in quantity for distribution to students.

GOVERNMENT PUBLICATIONS

DEPARTMENT OF AGRICULTURE, 14TH & CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20250 (see your local agent)

Money Management Series

Managing Your Money - A Family Plan. 10¢

Be a Good Shopper - 5¢

When You Use Credit - For the Family. 10¢

Understanding Life Insurance - For the Family. 10¢

Single copies from the Office of Information. Quantity from U.S. Government Printing Office.

DEPARTMENT OF HEALTH, EDUCATION, & WELFARE, WASHINGTON, D.C. 20202.
(Specify Bureau when requesting materials)

FOOD AND DRUG (HEW)

The Federal Agency with major responsibility for consumer protection. Contact nearest regional office for information, materials, consultants. Consumer specialists in each region. Offices located in: Atlanta, Baltimore, Boston, Buffalo, Chicago, Cincinnati, Dallas, Denver, Detroit, Kansas City, Los Angeles, Minneapolis, New Orleans, New York, Philadelphia, St. Louis, San Francisco, and Seattle.

PUBLIC HEALTH SERVICE (HEW)

Mental Health Benefits of the Social Security Amendments of 1965. Questions and answers about Federal funds that help millions of Americans pay their medical bills. - "Medicare and Mental Illness at a Glance" Teachers. Materials useful for word lists and problems.

SOCIAL SECURITY (HEW)

Joe Wheeler Finds a Job and Learns About Social Security. 1964.
23 pp. Comic book style.

Tells the story of a man who goes to the city, gets a job and learns about old-age, survivors, and disability insurance provisions of the Social Security law. Grade 3 level.

See the local Social Security representative or write for
Selected List of Publications in Social Security.

A Harvest of Hopes. Comic book style leaflet stressing the
importance of Social Security.

Bill Davis Gets a Social Security Card. (Juan Garcia Consignee
Su Tarjeta De Seguro Social)

A booklet designed for use in adult reading classes to help
explain Old-Age and Survivors Insurance under Social Security.
Illustrated. Text in English and Spanish.

Good News for Household Workers.

A valuable handbook about Social Security and Medicare. Section
for record of earnings for students who are household workers
but may be used by others who have day work or short-term employ-
ment. In quantity - Superintendent of Documents, U.S. Government
Printing Office, Washington, D.C. 20402. 15¢ each. Grade 4
level.

Medicare Health Benefits Can Help You.

Leaflet with illustrations that help with the difficult words.
Helpful in making word list, arithmetic problems. Superinten-
dent of Documents, U.S. Government Printing Office, Washington,
D.C. 20402. \$6.25 per 100 or 10¢ each.

Social Security and the Household Employee - A statement for
the employer but the explanation is useful for household
workers.

Also assorted leaflets on Social Security and Medicare for
Teacher's use in obtaining information.

DEPARTMENT OF LABOR, 14TH & CONSTITUTION AVENUE, N.W, WASHINGTON,
D.C. 20210.

School Or What Else.

Brochure - Education is the key to a more satifying life.
Good graphic presentation. Upper level readers.

COMMERCIAL MATERIALS

California Migrant Ministry
3330 West Adams Boulevard
Los Angeles, California 90018

You and Your Money by Dorothy Goble

One of the readers in The Practical Education Series.

Deals with practical problems which a rural or migrant family
might encounter.

Getting Ready for Pay Day.

Three booklets: Checking Accounts, Savings Accounts, Planning
Ahead.

Channing L. Bete Company
Greenfield, Massachusetts 01301

Scriptographic Books. 1965.

Attractive illustrated pamphlets dealing with everyday problems.
Twenty titles related to Consumer Education topics. Grade level
6 and above.

Fear

on
Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94036

Money Makes Sense - Beginning level readers
Using Dollars and Sense - Intermediate level readers
Arithmetic text workbooks. Helpful illustrations.

Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94306

Using Dollars and Sense. (Intermediate level 4-6) Charles H. Kahn and Company. Bradley Hanna. Pacemaker Books.

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

The Money You Spend - 48 pages. Turner-Livingston Reading Series.

Deals with various areas of an individual's life. Grade levels 6-8.

Money Makes Sense - (beginning level 1-3)

Arithmetic text-workbooks that teach the principles of arithmetic, through the use of money. Liberal use of drawings and reproduction of coins and paper money. Subjects covered are of practical use to the Adult Basic Education student. \$2.00 each. 20% discount for quantity. Free teacher's manuals and/or answer booklet are provided.

Haskell Institute
Publications Service
Lawrence, Kansas

U.S. Department of Interior, Prepared by Bureau of Indian Affairs.

Buying and Caring for Your Car. Kathrynne Sheehan Hughes. 30¢.

Good discussion of the many points to be considered in the purchase and upkeep of a car. Helps for vocabulary building and uses of arithmetic.

How to Use the Telephone.

Instructions for using various kinds of telephones, long distance calls. Facts about the cost of a telephone and tips on telephone courtesy. Grade 4 level. 15¢

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

Get Your Money's Worth by Amelia Troyer. 1965. 202 Pages.

In telling the story of Adam Johnson, the problems of a consumer are covered. He moves to the city, needs to lease an apartment, buy furniture and other consumer goods. Grades 6-8.

McGraw-Hill Book Company
Webster Division
330 West 42nd Street
New York, New York 10036

Charley, The TV Serviceman
Frank, The Vending Machine Repairman
Joe, The Salesman

Short stories about people in various jobs. Sound filmstrips are available that show and explain what is involved in various kinds of work. Grade level 4.

MacMillan Company
60 Fifth Avenue
New York, New York 10011

A Door Opens. Frank C. Laubach and Pauline Jones Hord. 1963.
122 p.

The story of the Hill family and their problems related to health, job, and buying.

New Reader's Press
Box 131
Syracuse, New York 13210

Why You Need Insurance by George Gillespie and George Wayne.
1963. 24 pp.

Discusses fire, car, health and life insurance. Includes a glossary of insurance terms. Grade 4-5.

Noble and Noble Publishers
750 Third Avenue
New York, New York 10017

Live and Learn. Angelica W. Cass. 1962. 153 pp.

Builds vocabulary with reading selections dealing with job, social security, driving a car and other topics. Good for those learning English as a second language. Grades 4-6.

Your Family and Your Job. Angelica W. Cass.

Reading selections about shopping and family life situations. Grades 3-4.

How We Live. Angelica W. Cass

Stories dealing with every day adult situations.

Oxford Book Company
222 Fifth Avenue
New York, New York 10003

How to be a Wise Consumer. 1959. 174 pp.

Discusses kinds of stores, following ads and buying food, clothing, furniture and household appliances. Lists consumer words. Grades 3 and up.

Frank E. Richards, Publisher
215 Church Street
Phoenix, New York 13135

The Getting Along Series Of Skill Workbooks. Thomas J. Mooney

Volume 1 - After School is Out - 54 pp.

Volume 2 - Al Looks for a Job - 61 pp.

Volume 3 - A Job At Last - 61 pp.

Volume 4 - Money In The Pocket - 62 pp.

Volume 5 - From Tires to Teeth - 69 pp.

Getting Ready for Pay Day by Margaret Hudson and Ann A. Weaver

Book 1 - Checking Accounts

Book 2 - Savings Accounts

Book 3 - Planning Ahead

Practical illustrated worktexts dealing with the spending and saving of one's income. Grade level 2 plus.

Getting and Holding a Job by Bernard Schneider.

These soft cover workbooks dealing with the world of work have reading selections and questions based on the reading. Thus they may be readily used in Communication Skills Classes as well as for class discussion. Volume 4 correlates arithmetic problems with concepts of time, salaries, deductions and cost. Grade level 4 and up.

Useful Arithmetic by Raymond J. Boh and John D. Wood. 1965. 63 p.

Problems are presented dealing with grocery bills, buying household goods, buying clothes, electric bills, restaurant checks and practical everyday problems. The methods of working these problems are not presented; the fundamental processes are left to our sources. These useful, practical problems should have great adult appeal. Where students have not learned to read as yet, this book can be a good source for the teacher. Otherwise, of interest to all grade levels from 3rd grade plus.

ASSORTED MATERIALS

The American Bankers Association
90 Park Avenue
New York, New York 10016

Using Your Money Wisely - Planning - Saving - Spending - Borrowing.
(Instructions for the teacher for using this booklet available)

This booklet was prepared as a reading source for students in adult education. Highly recommended.

BAND (Bay Area Neighborhood Development), 3009 16th Street, Room 25,
San Francisco, California 94103 - Write for price list. Indicate that material will be used in Adult Basic Education.

BAND ADVISOR Manual - intended for home study or group study by non-professional consumer advisors and counselors, as well as a reference manual. Sections include information about a wide variety of topics: about credit, about credit unions; about buying - food, clothing, appliances, homes, services such as insurance and medicare; about cooperatives, about consumer protection.

Cartoon Leaflets in color - available in English and Spanish, Advisor Leaflets - in black and white. More complete information than cartoon leaflets. Some in Spanish. All Easy reading and very inexpensive.

Thinking of Moving to the City? You will Need to Take
Certain Papers With You Series A. Number 1

Documents needed by Out-Migrants. Request a
copy: The Council of the Southern Mountains College,
Box 2000, Berea, Kentucky.

Institute of Life Insurance Educational Division
277 Park Avenue
New York, New York 10017

Making the Most of Your Money

A series of "lessons in consumer education for adults."
Five stories about people with problems related to money.
Teaching aids at the end of each story. Interesting
reading. Illustrated. Upper level readers.

Money Management Institute of
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

MIND YOUR MONEY Series

- No. 1. When You Spend
- No. 2. When You Shop
- No. 3. When You Use Credit

An excellent series of pamphlets prepared for low income
groups. Format makes ideas stand out and reading easier.
Some difficult words. Good for preparing word lists.
Grade 3 and up. Filmstrips available. Request information.

J.C. Penny Company. See the local store manager for consumer
education materials. Described in detail in Unit III, Clothing.

Industrial Union Department
AFL-CIO
815 Sixteenth Street, N.W.
Washington, D.C. 20006

Its What's Inside That Counts (Packaging)
In Your Interests (Credit costs)

Federal Trade Commission
Washington, D.C. 20580

Fight Back! The Ungentle Art of Self Defense

A leaflet giving some suggestions about what to do to avoid being gypped and how to fight back. Teacher.

Public Affairs Pamphlets
381 Park Avenue S.
New York, New York 10013

A Guide to Consumer Credit - 25¢
How to S-T-R-E-T-C-H Your M-O-N-E-Y 25¢

This series contains many valuable pamphlets and new titles appear periodically. Topics focus on current problems. Teachers, curriculum consultants, volunteers can give information to ABE students or adapt key ideas to their reading level.

UNIT III

HOMEMAKING SKILLS - FOOD - CLOTHING - SHELTER

HOMEMAKING SKILLS

Food - Clothing - Shelter

Introduction

Major responsibilities of individuals and families are concerned with food, clothing and shelter. Adult Basic Education can make a significant contribution in helping adults obtain information and experience that will enable them to improve the quality of living for themselves and for their children. The teacher should relate this unit to the foregoing units on Health and Money Management and should reinforce the learnings by referring to items in this section as subsequent units are studied.

It is not the purpose of Adult Basic Education to offer classes in cooking, sewing, or home furnishing. However, the concerns of students are deeply rooted in practical problems of daily living. They are already aware that homemaking skills have a crucial relationship to the development of individuals and the well-being of families. Thus, they can be helped to appreciate the way in which education can continue to assist them in carrying out their responsibilities to their families and in taking advantage of opportunities and services in the community.

As an outgrowth of this unit, Adult Basic Education can encourage participation in classes in cooking, sewing, home furnishing or related areas. Where needed, Adult Basic Education teachers, administrators, volunteers can assist in the organization of such classes.

Homemaking Skills -- Food and Nutrition

SUGGESTED TOPICS AND QUESTIONS

1. What is the meaning of nutrition? Why should a person know about nutrition and use what he knows all of his life?
2. What are the four major food groups? What kinds of food are listed in each?
3. How do the food needs of the various members of the family differ? Babies? Children? Teenagers? Adults? Old Folks?
4. Why is breakfast considered the most important meal of the day for school children and people who work the day shift?
5. What are some advantages of raising or growing food? Some disadvantages?
6. How and where can homemakers get help in learning about growing, buying, preparing and serving food?
7. How can parents help children learn to choose and eat foods that are good for them?
8. How does the Food Stamp plan work and how can the homemaker use Food Stamps for providing better meals?
9. What are some different ways of preserving foods? In your community, how do people preserve meat, fruit, vegetables?
10. What are some "Do's and Dont's": regarding buying food; storing food; cooking food? (The class may be divided into three (3) groups to work together on each of these questions and to report to the class.)
11. What are some things that can be done to make foods more interesting for children?
12. What are some suggestions for good lunch box meals?
13. What are some of the things parents and children can do together in growing, gathering, buying, preparing and serving food?

14. What are some ways the Government helps to make sure that food is safe and that the amount bought is accurate?
15. Why is it important for families to have meals together? Why should a person living alone have meals rather than "pick-ups"?
16. What are some "Guides for Good Eating" that can help make meals good times for the family?
17. What are some special times that we celebrate with foods? (Birthdays, jobs and promotions, holidays, etc.) Tell about some family celebrations.

SUGGESTED ACTIVITIES

See Suggestions in A Guide for Teacher Trainers in Adult Basic Education, pp. 47-49 and Curriculum Guide to Adult Basic Education - Beginning Level - pp. 261-262; 313-315.

1. Make a word list for spelling and vocabulary using words from this section.
2. Use typical situations for practical arithmetic problems involving amounts, costs, weights, measures, etc.
3. Have students role play: families at meals; children and a parent sharing food preparation; a situation in a store; neighbors discussing a food problem and deciding what action to take; other typical situations.
4. With the students participating, prepare a recipe book using low cost and food stamp foods. Duplicate and distribute.
5. Have students from other countries or second generation students tell about foods and food customs from other countries.
6. If feasible, relate this unit to the refreshment break - food served, celebrating special occasions, practicing appropriate behavior, conversation, etc.
7. Invite as consultants during the unit, one or more of the following; home economics teacher, extension home economist, store manager, farmer, meat inspector, etc.

8. Make a field trip to a super market. Plan with the group and with the store manager. Be sure to decide what is to be learned and how the trip will be used.
9. Ask a butcher to give a meat-cutting demonstration and discuss cheaper kinds and cuts of meat.
10. Invite several people employed in food services to visit the class, tell about their jobs and give information about food and nutrition.
11. Invite a teacher, school principal, school nurse or teacher to talk to the class about the relationship of balanced diets to learning in school.
12. Add to the card file the community agencies that help with growing, buying, preparing food for the family and those that protect the consumer. (See #13, page 12, Introduction)
13. Add to the card file the jobs related to foods and feeding families. (See #14, Page 14, Introduction)
14. If feasible, encourage students to go in a group to have a meal in a restaurant. (In preparation for the occasion, study sample menus and typical checks for payment; discuss social customs and behavior in restaurant, etc.) A substitute may be role-playing this experience.
15. As a concluding activity for this unit, help the students plan and have "open house" or other type party to which their families are invited. Use information recipes, ideas, etc., gained in the class.

SUGGESTED MATERIALS

FOR THE TEACHER

U.S. Department of Agriculture - Cooperative Extension Service. Four teaching kits of publications developed for low level readers. Inquire from your State or County Extension Service Office or order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Each kit contains a price list for bulk quantities of individual publications. The kits may be purchased separately at the following costs per kit:

1. Child Development Teaching Materials for Low-Income Families (FES Packet A), \$1;
2. Clothing Teaching Materials for Low-Income Families (FES Packet D), \$1.75;
3. Clean House Teaching Materials for Low-Income Families (FES Packet C), 75¢;
4. Food for Thrifty Families Teaching Materials for Low-Income Families (FES Packet B), \$1.50.

The 21 recipe leaflets included in the Food For Thrifty Families Kit may be purchased separately (Packet B-1) for \$1.

A Handbook for Homemaking Teachers of Out-of-School Groups. Division of home Economics Education, State Department of Education, Frankfort, Kentucky. 40601.

Many helpful suggestions for preparation of teaching units, materials, publicity, etc.

Hints for Teaching Homemakers With Special Needs. Kentucky State Department of Education, Frankfort, Kentucky. 1966.

A valuable summary of information and suggestions that are applicable for ABE teachers.

Homemaker Services for Families and Individuals by Evelyn Hart. Public Affairs Pamphlets, Pamphlet No. 371. 381 Park Avenue South, New York, New York 10016.

A readable and easy-to-understand description of the homemaker service. Of interest for ABE students who may need to call on the service or who may wish to obtain training and employment.

A list of other Public Affairs pamphlets is included in each publication. Teachers may select the ones that seem related to needs and concerns of the class.

Nutrition Kit. Project Head Start, 1200 Nineteenth Street, N.W.,
Washington, D.C. 20506.

Includes Handbook, "Parent Education in Nutrition" as well as other helpful items of information and suggestions for use with low-income parents. Free. Teacher use. (Ask to be put on the mailing list for the Newsletter.)

COMMERCIAL MATERIALS

Birk & Company, Inc., Publishers
3 West 57th Street
New York, New York 10019

Delicious and Nutritious. Charlotte Adams.

Suggestions for economy in cooking - simple recipes, sample menus. Sketches add interest and extend possible use with wider range of classes. Upper reading level.

McGraw-Hill Book Company
Webster Division
330 West 42nd Street
New York, New York 10036

Vocational Guidance Series.

John, Second Best Cook in Town. 48 pp.
Judy, the Waitress. 48 pp.
Nick, the Waiter. 48 pp.

Interesting stories that relate to people and jobs and foods. Sound filmstrips available. Reading level grade 4.

New Readers Press
Box 131
Syracuse, New York 13210

Eating is Fun. Beverly Everon. 1958. 10 pp.

The story of a waitress.

Steck-Vaughn Company
P.O. Box 20208
Austin, Texas 78767

We Are What We Eat. Hazel Taylor Spitze and Patricia H. Rötze.

A work-text written especially for students who need to increase their basic reading skills. Interesting content materials that are centered around family-type experiences with valuable information about nutrition and meal planning,--the care and selection of good foods, and economical shopping habits. The plan of the book, the exercises for the student, as well as the content makes this especially valuable resource material.

FREE AND INEXPENSIVE MATERIALS

(Single copies usually FREE upon request. Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

U.S. Department of Agriculture, Federal Extension Service, Washington,
D.C. 20250.

Using Donated Foods. Cooperative Extension Service work with low-income families.

Low Income Publications

Food for Families
What Food Means to People
Breads and Cereals
Milk Groups
Meats
Fruits and Vegetables
4 Food Groups in Meals

Home and Garden Bulletins

G-5 Food for the Family With Young Children
G-13 Food for Families With School Children
G-17 Food Guide for Older Folks

- G-27 Meat for Thrifty Meals
- G-85 Food for the Young Couple
- G-90 Conserving the Nutritive Value in Foods
- G-94 Family Food Budgeting ... for Good Meals and Good Nutrition

Also, consult State land-grant colleges and universities for State publications related to low-income families.

Publications by U.S.D.A. Consumer and Food Economics Research Division

- *Money - Saving Main Dishes, G-43. 1962. 48 pp.
- *Cooking with Dried Egg, G-50. 1956. 24 pp.
- *Getting Enough Milk, G-57, 1964. 24 pp.
- *Eat a Good Breakfast to Start a Good Day. L. 268. 1959. 7 pp.
- *Dry Beans, Peas, Lentils - Modern Cookery, L. 326. 1957. 24 pp.
- *Food for Fitness - A Daily Food Guide. L. 424. 1964. 8 pp.
- *Eggs in Family Meals, G-103. 1965. 32 pp.

*Order by number and titles from Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250. Individuals may receive 10 free bulletins.

U.S. Department of Health, Education, and Welfare, 300 Independence Avenue, S.W., Washington, D.C. 20201 (Specify Bureau when requesting materials)

CHILDREN'S BUREAU (HEW)

Food for Groups of Young Children Cared for During the Day. Helen M. Hille.
Publication No. 386.

Well organized and comprehensive booklet with information and suggestions for planning, purchasing, storage, preparation, costs, sanitation. Of particular help to adults who care for groups of children. Upper level readers and teacher. 25¢

Nutrition and Healthy Growth. Publication No. 352.

Good material related to the various stages of growth of children and adolescents. Teachers may select sections for adapting for low level readers.

Foods Your Children Need. Publication Number 14. 1958. 16 pp. 10¢.

Urges parents to plan their meals for the whole family. Suggests foods that will give children everything they need to promote health.

ASSORTED MATERIALS

National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606.

Request a catalog of Health Education materials. Wide range of colorful, inexpensive materials on foods. Contains descriptions of posters, booklets, and films, including prices. Includes locations of Dairy Council offices. Some recommended items:

Can We Eat Well for Less. Brochure - illustrated. 6¢
Content reading level 5th and above.

Feeding Little Folks. Booklet for parents of pre-school children telling how to bring children and foods together happily. 12¢.
Upper level readers.

A Guide to Good Eating Series. Poster 20¢, leaflet 4¢, handout 4¢. Present four major food groups as basis for daily guide.

My Growth Record. 4-page leaflet for child to use - recording rate of growth in height and weight. For parents. 2¢ each.

What Did You Have for Breakfast This Morning? Poster 36x24. 35¢.
Activity piece 8-1/2x11 inches, Teacher Guide. 5¢.

Materials to help participants recognize that food habits can be different but still good. Space for planning menus.
Highly recommended.

Ventures, Voyages, Vitamins. Helen Flynn.

Exciting stories that illustrate the importance of the various vitamins. Upper level readers. Teachers. Includes teacher's guide. Read to beginning students. 15¢.

School Lunch. 24-page booklet. A self-check booklet to stimulate good lunch practices. Teacher's guide. Easily adapted for low-level readers. 10¢ each.

Eggs Serve You When You Serve Eggs. Poultry and Egg, National Board,
8 South Michigan Avenue, Chicago, Illinois 60603.

A leaflet with many useful ideas for using eggs. Upper level readers.

Food for Your Family. A series of six (6) lessons developed by Nazza Noble, Agricultural Extension Service, The University of Tennessee, Knoxville, Tennessee. Write for information.

How to Add Life to Your Years. Hilda Ballestro, Director, Home Economics Department, Evaporated Milk Association, 228 North LaSalle Street, Chicago, Illinois 60601.

Pertinent information - simple recipes. Upper level readers. Also request special material for low-income homemakers.

Something Special. 12 dessert recipe sheets
The Evaporated Milk Way. 12 sheets with consumer
information and cooking techniques
Make the Most of Your Food Money
Feed Your Family Well

What to Eat and Why. John Hancock Mutual Life Insurance Company.

An interesting, informal discussion of what to eat and why. Material easily adapted. Upper level readers.

You and Your Family. A number of leaflets published by the Cooperative Extension Service, Cornell University, Ithaca, New York 14850.

Concerned with homemaking skills related to clothing, house-keeping, budgeting, credit, safety, health, household equipment, food buying, storage, home laundering and on the career of homemaking.

Homemaking Skills - Clothing

SUGGESTED TOPICS AND QUESTIONS

1. What are some reasons for having a plan for clothing for the family?
2. What are some ways of making the clothing go farther? (Shopping, swapping, barter, hand-downs, etc.)
3. What are the advantages of making clothes? What are some guides to use in selecting material and patterns?
4. What are reasons for altering clothes? How can clothes be made to look new and up-to-date? How can shoes be made to last longer?
5. Why should a family provide the best facilities possible for taking care of clothes not being worn? What are some ways class members have devised for putting clothes away?
6. What are some "Do's and Don'ts" for laundering? For dry cleaning?
7. What are the major kinds of materials for clothes? What are the good qualities of each? the disadvantages? Why are some materials "dangerous"? (Catch fire easily, cause allergy)
8. What do labels and tags on garments usually tell the buyer?
9. What are ways in which Government regulations regarding clothing protect the consumer? What should the consumer do to protect himself?
10. What are some clothing fads that waste clothing dollars? What are some frauds and false claims?
11. How can parents help children learn about the choice and care of clothing? How can children in the family help make the clothing dollars go farther?
12. What are some services and aids in the community that help in clothing the family? (Sewing center, stores of used and budget clothing, etc.)

Homemaking Skills - Clothing

SUGGESTED ACTIVITIES

See A Guide for Teacher Trainers in Adult Basic Education- pp. III, 47-49.
Published from The Teacher of Trainers Workshop Committee by the
National Association for Public School Adult Education.

1. Invite a home economics teacher, Extension home economist or someone from a department store to talk with the class about selecting clothing (including shoes) for quality and economy.
2. Make a field trip to a department store. Decide before the trip what will be observed, questions to be asked, etc.
3. Discuss the importance of each child having some items of clothing "all his own".
4. Knowing how to mend and sew are valuable skills. Have someone in the class who sews well tell about mending a garment or give the steps to follow in making a garment.
5. Ask some students to make a scrapbook using pictures from magazines showing appropriate clothes for different occasions. (Students select the occasions.)
6. Encourage students to plan and provide for improved storage of clothes through improved use of what they already have or using free and inexpensive materials. Share experiences with the class.
7. Make cards of Guidelines for buying major items such as shoes, coats, sweaters, dresses, underwear, accessories. (Assign an area to two (2) people to work on together.)
8. Add to card files: Agencies and organizations in the community that help families with clothing: purchase, upkeep, laundry and cleaning, repair, etc. (#13 p. 12)
9. Add to card file the job opportunities related to clothing. (#14, p. 14)
10. At the end of the unit, help the students plan and put on a "fashion show" showing garments they have bought, made or remodeled following pointers learned in the class. Other members of the family may be involved.

HOMEMAKING SKILLS - CLOTHING

COMMERCIAL MATERIALS

Birk & Company, Inc.
3 West 57th Street
New York, New York 10019

Fashion For You. A Guide to the Art of Being Well Dressed.

Especially appealing to young adults. Contains good ideas that may be adapted for ABE students.

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

Measure, Cut and Sew. Johnetta Starks. 1966. 202 pages.

Discusses sewing, materials, commercial patterns, special studies and other pertinent factors.

Steck Vaughn Company
P. O. Box 20208
Austin, Texas 78767

The Care We Give Our Clothes. Margaret J. Hanson. 1966. 94 pp.

Discusses laundering, cleaning, repair of clothing and also methods of storage for care and protection. Describes ways of remodeling garments and suggests arrangements of space for taking care of clothes. Reading level. 7-9.

New Fabrics, New Clothes, and You. Grace A. Butnam. 1966. 92 pp.

Explains labels on garments, how to identify various kinds of fabrics, their qualities and care. Includes tips for shopping. Reading level 7-9.

FREE AND INEXPENSIVE MATERIALS

(Single copies usually FREE upon request. Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

U.S. Department of Agriculture, Federal Extension Service, Washington, D.C. 20250.

Series on Clothing and Textiles. These are simple, illustrated leaflets, with large print.

Sewing by Hand, teaching guide for Home Economics program aides

Changing the Hem in a Dress or Skirt

Measure Before You Buy Used Clothes for Your School Boy or Girl

Fix New Clothes to Make Them Last Longer

Replacing a Zipper

Making Pants Longer or Shorter

Tapering Pants

Making the Waistline Fit on Pants

For information on obtaining copies of these leaflets, contact your county Extension Home Economist or the Division of Home Economics, Federal Extension Service, U.S. Department of Agriculture, Washington, D.C. 20250.

Home and Garden Bulletins

Clothing Repairs. (See your county Extension Home Economist.)

ASSORTED PAMPHLETS

J. C. Penney Company, Inc., 1301 Avenue of the America's, New York
New York 10019

Consumer Buying Guide

A series of illustrated leaflets including valuable information about items and giving suggestions for class activities. Some titles:

Shoes for the Family

Men's Dress Shirts

Selecting Fabrics for Garments

Sweaters

Slips

Hosiery

Gloves

Understanding Today's Textiles

A Consumer Buying Teaching Aid organized to present basic information about characteristics of natural and synthetic fibers and how these influence performance and care. Kit contains:

- Filmstrips - 2 sets
- Textile Cartoons - chart
- Packet of Labels - samples of kinds found on different textile goods.
- Consumer Buying Guides - Twenty pocket size guides summarizing information about materials, finishes, cleaning, laundering, and care. Explain what labels tell the buyer.
- Label Storage Unit
- Consumer Newsletter

Most of the discussion is suitable for ABE advanced reading level. However, illustrations, cartoons, filmstrips make materials applicable for lower level groups. For materials, contact the manager of the nearest J. C. Penney Store or write to the New York office for materials. (Available in New York at cost.)

Homemaking Skills - Shelter

SUGGESTED TOPICS AND QUESTIONS

1. What are the major factors to consider in choosing a place to live (year round cost, financing, upkeep, location, transportation, etc.)
2. What are some home improvements and repairs that are necessary? Which can be done by the family? In what other ways can the housing dollar be made to go farther?
3. Why is it important to have a plan for furnishing before buying? What are some guidelines to use in selecting and buying furnishings and equipment?
4. What are some ways of making the home furnishing dollar go farther?
5. What are some of the home furnishing and equipment fads and how can they lead to wasting money?
6. What are some false claims and swindles related to furnishing and equipment? What are some "hidden costs" that should be recognized?
7. What are major reasons for learning about cleaning and upkeep? What are the advantages of having a family plan?
8. What are some false claims and swindles related to cleaning products, equipment and services?
9. What Government regulations and community services are provided for the protection of the consumer? What can the family do for its own protection?
10. How can parents help children share in the home furnishing, its upkeep and care? Why is this important?
11. What are some ideas for low cost furnishing, redecoration that class members have tried or have learned about?
12. When moving, what are some of the "hidden expenses" and what are some suggestions for keeping the cost as low as possible?

Homemaking Skills - Shelter

SUGGESTED ACTIVITIES

1. Help students make a budget showing amounts allocated for rent, food, clothing, transportation, medicines and drugs, insurance payments, payments on furniture, utilities, etc., and other items. (An imaginary budget may be preferred.)
2. Invite someone from an agency or a private builder to discuss local plans and problems regarding housing.
3. Encourage class members to tell the group about home or apartment improvements they have made.
4. Invite a home economics teacher, extension home economist or manager of a building supply firm to discuss use of free and inexpensive materials in home furnishing and repair (boxes, scrap lumber, etc.)
5. Discuss the importance of each person having a small space all his own. What are some ways of providing this even in crowded conditions? (Stack of crates, one for each child, etc.)
6. Refer to the previous unit in health and safety and discuss hazards in the home to health and safety.
7. Ask a representative of a company that sells cleaning supplies or an employee of a house-cleaning service to demonstrate inexpensive cleaning materials and answer questions about cleaning and sanitation.
8. A third grader, recently moved into a community, said to her teacher: "We have a home but we haven't found a house to put it in." What did she mean?
9. Add to the card files: agencies in the community that assist with housing, home furnishing, cleaning, and repair. (#13 p. 12.)
10. Add to card file job opportunities related to shelter - housing, home furnishing, maintenance and repair, etc. (#14, p. 14.)
11. Ask some students to make a booklet illustrating some of the items studied in this unit. Use ads, pictures, articles from magazines.
12. Plan and go on a tour of homes including the homes of class members who wish to show improvements they have made.

Channing L. Bete Company
Greenfield, Massachusetts 01301

Scriptographic Books. 1965.

Attractive illustrated pamphlets dealing with everyday problems.
Several relate to homes. Grade level - 6 plus. 15 pp. each.

Haskell Institute
Publications Service
Lawrence, Kansas 66044

A Good Home for You and Your Family. Nina Jeffery. 20¢.

Prepared for the Bureau of Indian Affairs. Discusses use and
care of household equipment, washing dishes, bathroom care,
caring for one's yard. Reading level 3-5.

Frank E. Richards, Publisher
215 Church Street
Phoenix, New York 13135

Happy Housekeepers. Helen R. Prevo

The story of two domestics. Includes vocabulary and exercises.
Reading level 4-6.

FREE AND INEXPENSIVE MATERIALS

(Single copies usually FREE upon request. Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

U. S. Department of Agriculture, Federal Extension Service, Washington, D.C.
20250.

A Clean House. Agents' guide for training home economics
program aides, "A Clean House" Program aide's Guide on "A
Clean House." Series of 6"x9" illustrated leaflets:

What to Use to Clean Your House
A Clean Refrigerator -- for a Clean House

When to do House Cleaning Jobs
Many Hands Make Housework Light
Clean Floors -- for a Clean House
Clean Dishes -- for a Clean House
Clean Clothes Closets -- for a Clean House
A Clean House is Important
A Clean Bathroom -- for a Clean House
Clean Walls, Ceilings, and Woodwork -- for a Clean House
Clean Windows, Mirrors, and Other Glass -- for a Clean
House

U. S. Department of Housing and Urban Development

Simplified Housekeeping Directions for Homemakers

Housekeeping job sheets for use with aspiring homemakers. A pamphlet of practical instructions, simply written. Illustrated with sketches. 24 pages. Also available in Spanish. Order from Superintendent of Documents, U.S. Government Printing Office Washington, D.C. 20402. 15¢ each or \$11.25 per 100.

NOTE: The Cleanliness Bureau of the Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022, prepared a series of 28 titles which give directions for most aspects of keeping house. The above pamphlet uses ten of the titles.

Recently, each State Director of ABE received complete sets of 28 titles. Several States, including North Carolina and Texas have printed these materials in book form. Unlimited permission to reproduce the materials has been granted by the Cleanliness Bureau. Additional sets may be ordered from the Cleanliness Bureau for \$2.00 per set.

ASSORTED PAMPHLETS

Consumer Buying Guides. J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

Practical pointers for consideration when buying household items. Includes suggestions for class activities. Some titles:

Blankets
Towels

Sheets and Pillow Cases
Small appliances

Request copies from the manager of the local J. C. Penney Store
or write the New York office.

Working in the Yard. Ann Calloway. Booklet Number 4. Kalamazoo
Branch, AAUW Literacy Writing Project. Kalamazoo, Michigan. 49000
Marian D. Spencer, editor and Kalamazoo Public Library System. 1966
102 p. 80¢.

A booklet on gardening for the adult with limited reading ability.
Gives instructions for work to be done throughout the year.

UNIT IV

GROWTH AND DEVELOPMENT OF CHILDREN, YOUTH, ADULTS

GROWTH AND DEVELOPMENT OF CHILDREN, YOUTH, ADULTS

Introduction

The previous units on Health, Money Management, and Homemaking Skills are concerned primarily with information that adults need to know in making wise decisions for themselves and their families. The following units are concerned with valuable information, also; however, they focus directly on individuals and families, on growth and development, and on interpersonal relationships within families and between families and the community.

Many agencies, organizations and institutions are concerned with parent and family life education, offering many programs for helping parents with the difficult task of rearing their families in a world of rapid change. Adult Basic Education, by the scope of its goals and its close application to the day-to-day concerns of people, has a unique opportunity to serve the objectives of parent and family life education. All of the units in this Guide have been prepared to help ABE teachers to make the most of this opportunity. At the same time, the focus is broader than parent education. The materials have been selected and organized on the basis that growth and development begins before birth and continues throughout the life span. Thus, the need for learning, for planned activity and satisfying experiences continues long past the years of parenthood. Consequently, in each unit, this Guide considers the needs of adults not only in their parent roles but also in their adult roles through the middle years and later years. The needs of children and youth are viewed as a part of a continuum that includes the needs of later years too.

The task of selecting areas of focus is a difficult one. Several have been highlighted in previous topics, particularly in the areas of health and food and nutrition. In this unit, the stages of growth and developmental needs (including mental health) serve as the major theme. Attention is given to the learning process, to the responsibilities of parents, to the relationship of parents to the school. Learning is interpreted to include many kinds of learning - physical, emotional, social as well as intellectual. In preparing to teach this unit, and in providing information and experiences, the teacher will find a great quantity of material and many helpers among parent educators, mental health workers, teachers and other specialists. Therefore, knowing the needs of the class and the best resources of the community, is of utmost importance.

Growth and Development of Children
and Adults

SUGGESTED TOPICS AND QUESTIONS

1. Why do we say that the mother is a child's first teacher? What are some of the things children learn at home?
2. Why is it important to talk to a baby; to call a child by his name?
3. Why is play necessary for children's development? Why do children need playmates?
4. What can parents do to help get children ready to start to school?
5. What are some responsibilities of parents in helping their children grow and develop? (Physical growth (body) intellectual growth (mind) emotional growth (feelings) social growth (getting along with other people))
6. How do older children help younger children?
7. What are several big experiences in living that people need information for and preparation for? (Starting to school, getting a job, getting married, having children, etc.)
8. Why is it good for parents or other adults to be able to talk to their children about their feelings and questions about growing up, having dates, getting married, planning a family?
9. How can children be helped to learn to make choices?
10. What are some opportunities for adults to keep learning? What kinds of things do the ABE students need to learn? What do they want to learn?
11. What responsibility do parents have to their children's school? What responsibility does the school have to the parents?
12. Why are day care centers helpful for children and parents? What are characteristics of a good day care center?
13. What are some ways of helping children and teenagers learn responsibility?

Growth and Development of Children
and Adults

SUGGESTED ACTIVITIES

See Guide for Teacher Trainers, pp. III, 48-49.

1. Display pamphlets and books about children's development and needs, how learning takes place, parent education, etc.
2. Compile a word list for vocabulary study and spelling, using words in this unit.
3. Invite specialists to visit the class to discuss physical and emotional development of children: pediatrician, psychologist, college professor, child development specialist, home economics teacher, cooperative extension worker or kindergarten and first grade teacher.
4. Discuss with the class the role of the parents as the child's first teacher and the learnings that are acquired in the home.
5. Ask class members to bring scrap materials to class and demonstrate making toys for children.
6. Visit a child-care center or a kindergarten (if practicable) and observe children's activities.
7. Make a list of free and inexpensive recreational, cultural, and educational opportunities in the community: for children, for teenagers, for adults, and for the family together. Include address and pertinent information. Duplicate and distribute for students to take home for use by the family.
8. Lead a discussion by the students of the role of the churches in the community in helping to meet the needs of the young people; the role of the youth agencies (Scouts, etc.)
9. Have some students make a scrapbook showing the various growth stages of man.
10. Ask a panel of students who are parents to talk about ways of helping children develop responsibility.

11. Read from Gibran, The Prophet, the statement about children. Ask a student to lead a discussion of the meaning of the statement.
12. Invite a teacher from the school attended by most of the children of the students to visit the class and talk about changes in education and schools and how the home and school can cooperate in promoting the development of children.
13. Using pictures from magazines, make posters or a booklet about children's feelings and children's needs.
14. Add to the card files the agencies that are concerned with children and youth; with the handicapped, with delinquents, with the aging. (# 13 p. 12)
15. Add to the card files job opportunities in care of children, delinquents, the handicapped, the aging, etc. (# 14 p. 14)

SUGGESTED MATERIALS

COMMERCIAL MATERIALS

American Book Company
55 Fifth Avenue
New York, New York 10003

Dandy Dog Says Here's How. A Handbook for Parents. Hermese Roberts.

A cleverly written and illustrated booklet telling parents how to meet the needs of their growing children. Emphasis on providing learning situations. (Request list of other publications) Reading level grade 3.

Channing L. Bete Company
Greenfield, Massachusetts 01301

Scriptographic Books. 1965.

How to Find Out - The ABC's of Self-Learning. 15 pp.
Your Best Years - How to Plan for Retirement. 15 pp.
About Baby Sitting. 15 pp.
How to Understand People. 15 pp.

Upper level readers.

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

The Accent Education Series. Beatrice F. Dare and Edward J. Wolfe.

You and They. 24 pp.
You are Heredity and Environment. 22 pp.
You and Your Needs. 23 pp.
Instructor's Guide. each title.

Soft cover books that encourage discussion. A worktext in social skills, Grade levels 3-4.

The Turner-Livingston Reading Series. Richard H. Turner.

The Person You Are. 48 pp.
The Friends You Make. 48 pp.
Teacher's Guide. 32 pp.

Soft cover books relating to personal growth and relationships. Good material for discussions. Reading levels 6-8.

FREE AND INEXPENSIVE MATERIALS

(Single copies usually FREE upon request. Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

U.S. Department of Agriculture, 14th & Constitution Avenue, N.W., Washington, D.C. 20250.

Excellent materials developed by Federal Extension Service for working with low-income families. Kits of materials for leaders and parents available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. Write Superintendent of Documents for quantity price lists of individual items and order forms.

Child Development Teaching Materials for Low Income Families.
Complete kit: \$1.00 per kit or \$75.00 per 100 kits.

Helping Parents Teach Young Children

A series of leaflets to help parents understand and foster the intellectual, emotional, and physical development of their pre-school children.

Fun with Circles
Learning Through Touch
Learning Different Shapes
Books for Children
Teach Children to Listen

Beginning Reading Level.

Parents and Babies

A series of leaflets to help mothers understand and aid intellectual growth and emotional and physical development during the first year of life.

Babies Touch, Taste and Learn
Talk With Baby
Babies Look and Learn
Play Games With Baby

Beginning Reading Level.

Parents and Teenagers

A leaflet for parents. Guide for program assistants on parents and teenagers.

U.S. Department of Health, Education, and Welfare, 300 Independence Avenue, S.W. Washington, D.C. 20201. (Specify Bureau when requesting materials.)

ADMINISTRATION ON AGING (HEW)

Materials related to the needs of older Americans are of use to ABE teachers and administrators since students are concerned with older family members and may be in this category themselves. (Over 45)

The New AOA - Administration on Aging

Leaflet containing valuable information about the numbers and needs of older Americans, the Services of AOA, and a Statement of the National objectives.

Patterns of Progress in Aging

A series of brochures dealing with needs and programs to meet the needs.

Aging

Monthly magazine of interesting and informative material. Useful pictures. Request single copy from Administration on Aging. Subscription from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$1.00 per year.

Recommended: Packet of materials from American Association of Retired Persons, Dupont Circle Building, Washington, D.C. 20036. Includes information about this organization that has positive approach to growing older as "dynamic maturity." Copy of monthly publication, Modern Maturity and description of "Institute of Lifetime Learning." Provides much information, creative ideas, "success stories".

CHILDREN'S BUREAU (HEW)

The Adolescent in Your Family. Publication No. 347

A useful guide and basic reference book for the teacher. Chapter headings provide helpful suggestions for discussion topics.
100 pages. 25¢.

Breast Feeding Your Baby. Publication No. 8.

Information to help promote good health of the mother and baby.
Reading level grade 4. 27 pp. 10¢.

The Child Who is Mentally Retarded. Publication No. 43 22 pp. 10¢.

Your Premature Baby. Publication No. 40. 13 pp. 10¢

The Mongoloid Baby. Publication No. 50. 20 pp. 10¢.

Several of a series of pamphlets about special types of problems. They answer many questions that parents and adult relatives have.
Reading level grades 5-6.

Children in Day Care with Focus on Health. Laura Dittman. 120 pp. 50¢.
Publication No. 444.

A detailed discussion of day care centers. Includes principles to guide the healthy development of children in daytime programs, points out special problems and describes special needs of certain ages and groups of children. Teachers, Administrators, and Curriculum Consultants as well as volunteer assistants will find this publication valuable for their own background and for helping ABE students.

Day Care for Your Child in a Family Home. 14 pp. 15¢ Publication No. 411
Day Care for Other People's Children in Your Home. 17 pp. 15¢ Pub. No. 412
What is Good Day Care? 11 pp. 15¢. Publication No. 53.

Useful guides for parents and others concerned with day care services. Provide information and check lists for determining adequacy and quality of services. Reading level grade 5.

Moving Into Adolescence - Your Child in His Pre-teens . Publication No. 431.

A useful pamphlet for parents of children in the in-between years. Reading level 5-6. 46 pages. 25¢.

Prenatal Care. Publication No. 4. 92 pp. 20¢.

Comprehensive guide and reference book. Much important information and many valuable suggestions including medical care, nutrition, growth of the baby, emotional and physical feelings, etc. Upper level readers.

Some Facts and Figures About Children and Youth.

A valuable summary of recent information about families, children and their parents. Question and answer form covering very wide range of topics.

Publications for Parents - Your Child from 1 to 3. Publication No. 413.

A pictorial brochure on child care designed for easy reading. Reading level grade 3.

Your Child from 1 to 6. Publication No. 30. 97 pp. 20¢.

Your Child from 6 to 12. Publication No. 324. 98 pp. 25¢.

Comprehensive guides and reference booklets for parents. Organization helpful and topic headings useful for low level readers. Valuable resources for the teacher. Discussions of characteristics of children and sections on play and special problems especially good.

Your Children and Their Gangs. Edith G. Neisser and Nina Reidenour. Publication No. 384. 34 pp. 20¢.

A booklet to help parents understand the need for belonging to a group and to give suggestions for positive guidance. Topic headings and illustrations add to usefulness of the publication.

ASSORTED PAMPHLETS

American Social Health Association, 1740 Broadway, New York, New York 10019.

Your Child's Questions - How to Answer Them. For parents of children under 6. 15¢.

Parents - Tell Your Children. For parents of children 6 to 10. 15¢

Know Your Daughter. For parents of girls 10 to 13. 15¢.

Know Your Son. For parents of boys 10 to 13. 15¢

Boys Want to Know. For boys 14 and over. 15¢

Girls Want to Know. For girls 14 and over. 15¢

A series of pamphlets containing information and practical suggestions for parents. Upper level readers. Material easily adapted. Some suitable for parents to take to teenage boys and girls. 15¢. each. Discount for quantity.

Chart: Family Life Concerns

Colorful and simple presentation of family life concerns at every stage of the individual and family life cycle. \$1.00.

Chart: The Family Life Cycle.

Colorful and simple presentation of the various stages from infancy to old age. \$1.00.

Preparing for Your Marriage. For young adults and for parents. 15¢.

The Cleanliness Bureau - The Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022.

Get Ready For Payday - A basic guide to job training that stresses the role of good grooming. Offers tips on personal hygiene, proper diet, correct clothing and its care, job interviews, and work attitudes. Written in simple language from a man's viewpoint. Excellent photographs. 16 pp. Sample copies free. 10¢ each in quantities.

Help Yourself - A guide to personal improvement for the ladies. Tips on good grooming, choice and care of clothes, making the most of one's possibilities in looks, personality and home and on the job. Sample copies free. 10¢ each in quantities.

Connecticut Mutual Life Insurance Company, Hartford, Connecticut

Growing Pains - About teen-age children

Needlepoints - The Everyday Tensions in the Woman's life.

Satisfaction Guaranteed - About people and work.

The Worry-go-round - How to understand your everyday tensions.

The Next Promotion - About retirement

A series of booklets about everyday mental health needs. Clever cartoons. A minimum of discussion. Reading level grades 5-6. Useful for all levels.

Dell Purse Book No. 2443, Dell Publishing Company, Inc., 750 Third Avenue,
New York, New York 10017

Explaining Life to a Child. 25¢

Simple, practical discussions in answer to questions children ask about birth, death, religion, family quarrels, divorce, adoption, working mothers. Upper level readers. Material easily adapted.

The Equitable Life Assurance Society of the United States, 1285 Avenue
of the Americas, New York, New York 10019.

Looking Forward to School.

A helpful brochure for parents that explains the characteristics and needs of pre-school children and ways parents can prepare them for the experience of going to school. Upper level readers. Illustrations and format very good.

Play is the Business of Children

Health Education leaflet Number 6. Bureau of Public Health
Medical Department.

Extension Service, College of Agriculture, New Brunswick, New Jersey. 08903.

Children's Interests and Hobbies. Leaflet #284

The "Cotton-lined" Nest. Leaflet #208

Parents are People. Leaflet #285

Know Your Pre-school Child. Leaflet #170

Understanding Discipline. Leaflet #303

Sex Education. Leaflet #56

Friendships. Leaflet #113

Developmental Tasks of Youth

School Drop-outs

Juvenile Delinquency

University of Minnesota Press, Minneapolis, Minnesota

Your Own Story. Marion L. Faegre 50¢

Health Education Service, P. O. Box 7283, Albany, New York 12224.

The Gift of Life

A simple picture booklet for parents to help them tell their children about birth and growth.

Public Affairs Pamphlets, 22 E. 38th Street, New York, New York 10016. 25¢.

How to Tell Your Child About Sex. James L. Hymes, Jr. 25¢

Iowa State University Cooperative Extension Service, Ames, Iowa.

Good Ways to Guide Your Child's Behavior.

An especially helpful brochure of interestingly presented information about children's development and behavior. Parent's interpretation and response discussed with understanding and practical guidance. 28 pages. (Request a list of other publications)

Kansas State University, Extension Service, Manhattan, Kansas

Leaflets for parents by Vivian Briggs, Family Specialist.

My Child and Me. (Emotional needs)
With the Family, The New Member
With the Family, School-Age Growth
Your Teenager
How Do You Rate as a Parent?

Practical information and suggestions. Reading level. Grade 5-6.

Ross Laboratories, Columbus, Ohio

When Your Child Asks About Sex. Free.

Science Research Association, 57 Grand Avenue, Chicago, Illinois 60610.

Helping Children Understand Sex. L. A. Kirkendall. 50¢.

MacMillan Company, 60 5th Avenue, New York, New York 10019.

Growing Up. 3rd Edition. Carl DeSchweinitz.

Maternity Center Association, 48 East 92nd Street, New York, New York 10028.

Mrs. King Has a Baby
La SRA. Perez VA A Tener Un Bebe

Comic book style booklets. Excellent discussions of pre-natal care, the hospital routine, the birth of the baby, and the needs of the mother and baby. 10¢ each. \$8.50 per 100. (Cheaper for larger quantities.)

Pregnant? Be Healthy, Look Pretty, Stay Trim. 10¢ each. \$4.00 per 100.

A picture leaflet for mothers

How Does Your Baby Grow? Free if ordered from Gerber's Baby Foods,
Michigan. \$1.00 per 100.

A 12-page booklet telling about the development of the baby from
conception to birth. Reading level, Grade 6.

Metropolitan Life Insurance Company, Health and Welfare Division,
1 Madison Avenue, New York, New York 10010.

I won't! I won't!

A series of brief discussions revealing glimpses of children in
problem situations at various ages...for parents, teachers,
and others who are partners in the search for greater understanding.

Highly recommended. Use with film, "The Time of Growing." Consider
only one or two situations at one time. Pictures and key words
tell the story but teachers will have to read material to low
level readers and to simplify and explain some phases.

Prepared for Public Northwest Cooperative Extension by Roberta Frazier.

Child Guidance Techniques
Family Communication
Helping Children Develop Responsibility
Early Marriage
Teenagers

A series of leaflets for parent discussion groups. Order from
Cooperative Extension Service at Oregon State University,
Washington State University or University of Idaho. Teacher or
upper level readers.

University of Wisconsin, Extension Service, College of Agriculture,
Madison, Wisconsin. 54306.

Fun With Your Family. Regina Chadwick.

A leaflet to promote understanding of the needs of individual
family members and of the family as a group. Helpful
suggestions for family activities that are creative and
useful. Reading level Grade 6.

Public Affairs Pamphlet Number 264. Public Affairs Committee, 22 East
38th Street, New York, New York 10016.

Your Child's Emotional Health. Anna W. M. Wolf. 25¢.

Helpful information simply presented. Discusses development
of feelings, describes special kinds of problems and suggests
ways parents might handle them. Upper level readers.

FILMS AND FILMSTRIPS

The Film libraries of State Departments of Education and State Departments of Health (including Mental Health) contain many films that may be used in Adult Basic Education. Other resource agencies and organizations may provide films as well as discussion leaders. Ask for suggestions from the specialist or consultant. Preview the film to be shown to be sure that it is suited for the particular group and worth the time and effort.

A brochure, Selected Films on Child Life is available from the Children's Bureau - Department of Health, Education, and Welfare, Washington, D.C. 20201.

The ABC of Baby Sitting. 10 minutes, black and white or color, 1962. Sid Davis Productions. 1418 North Highland Avenue, Hollywood, California 90028.

The many rules of safety that a teenager must observe if he or she is to be a competent, well-informed sitter are outlined in this film. Also good for adults.

Family Circus. 10 minutes, color, 1951, lease or rent. UPA pictures.

This animated cartoon portrays sibling rivalry resulting from a parent's favoring one child above another.

*From Sociable Six to Noisy Nine. 21 minutes, black and white or color, 1954. Ages and Stages Series, purchase or rent. McGraw-Hill Book Company; Contemporary Films or William M. Dennis Film Libraries.

Typical behavior and reactions of children 6, 8, and 9 years old and a mother's sensible guidance are pictured.

*The Frustrating Four's and the Fascinating Five's. 22 minutes, black and white or color, 1952. Ages and Stages Series, purchase or rent. McGraw-Hill Book Company; Contemporary films or William M. Dennis Film Libraries.

This film documents typical behavior at 4 and 5 showing a modern nursery school, taking up problems of discipline, and describing what can be expected of and explained to children of these ages.

*The Ages and Stages Series

He Acts His Age. 15 minutes, black and white or color, 1951. Ages and Stages Series, purchase or rent. McGraw-Hill Book Company; Contemporary Films or William M. Dennis Film Libraries.

How a child's emotional development keeps pace with his physical growth and the behavior he exhibits at certain ages is the theme of this film. It examines the play habits of children from 1 to 15 years of age and shows some characteristics of each age group. This is an introduction to the series.

Helping in the Care of Younger Children. 11 minutes, black and white or color, 1953, purchase. Coronet Films, Coronet Building, Chicago, Illinois 60601.

The basic needs of children are described and the ability to recognize and satisfy their needs for food, exercise, rest, and safety is pointed out as necessary for good care.

Human Beginnings. 22 minutes, color, 1950, purchase or rent. Association Films., Inc., Broad at Elm, Ridgefield, N. J. 07657.

The first part of this film discloses the beliefs of a group of children about the origin of human life as expressed in their own drawings. The second part shows how a young boy and his parents react to the coming of a new baby sister into the family. The film can be used to provide a basis for discussion by 5 and 6-year olds.

Infant Care. 9 minutes, color, 1945, purchase. Walt Disney Productions for the Institute of Inter-American Affairs.

Through animation shows the things a mother should do during prenatal period, while the baby is nursing, and when the baby changes from a liquid to a solid diet. The film is available in English, Spanish, and Portuguese versions.

Little World. 20 minutes, color, 1958. purchase or rent. Health and Welfare Materials Center, 10 East 44th Street, New York, New York 10017.

A glimpse of a day-care center is given including the activities, the materials and equipment, and the ways the children use them.

The Miracle of Reproduction. 15 minutes, black and white or color, 1953, purchase. Sid Davis Productions.

The human reproductive process, moving up from plants and animal life and using animated drawings, is presented.

*The Terrible Two's and the Trusting Three's. 22 minutes, black and white or color, 1950, Ages and Stages Series, purchase or rent. McGraw-Hill Book Company; Contemporary Films or William M. Dennis Film Libraries.

This film presents a close examination of the growing years between 2 and 4.

***The Ages and Stages Series.**

UNIT V

THE FAMILY AND RELATIONSHIPS IN THE FAMILY

THE FAMILY AND RELATIONSHIPS IN THE FAMILY

Introduction

The American family is the subject of numerous studies, lengthy reports and considerable speculation. Topics include the impact of changes on the family, the changing role of the family, future of the family as a social institution. The needs and concerns of families are of great importance to Adult Basic Education and observant and sensitive teachers and their co-workers are aware of the meaning of this experience for families. The students in the classes represent the wide differences in family patterns - the two-person family, the one-parent family, families with large numbers of children, grandparents and their grandchildren, families with elderly members, newly married couples and so on. The determination of students, their hopes for their families and their ability to cope with serious problems and impossible living conditions reveal strengths in persons and in families that serve as an inspiration and a foundation on which to build.

Through focusing on the family as a unit that serves its members, Adult Basic Education helps students as family members to recognize their strengths, see their competencies and encourages them to use what they learn through this educational experience in strengthening their families and improving the quality of their lives. As in the other units, but particularly in this one, care should be taken not to try to present stereotypes of families, of behavior, of relationships. The richness and effectiveness of this area of study will come from the sharing and growth of the participants and their efforts to represent the best of their particular cultural groups. Emphasis should be given here to the appreciation of the cultural backgrounds represented in the class.

Another aspect of ABE classes will be emphasized by this focus on the family. A large number of the students live alone. For many, the class is their social group, their "family." Fostering the "family" feeling, finding ways of involving these "loners" in family activities can yield positive results for families as well as for those who live alone.

The Family and Relationships in the Family

SUGGESTED TOPICS AND QUESTIONS

1. What are some recent changes that have affected families very much?
(Jobs, moving, cost of living, television, new Government programs)
2. What are some things family members learn from being together in a family?
3. Many families have only one parent. What are some services in the community that help this family? What are needed?
4. What are some ways in which old people in the family are helpful?
What are some of their problems and what can be done to help them?
5. Tell about some of the ways in which children influence their parents.
6. How are older children "substitute parents" in some families?
7. What are some "Do's and Don'ts" to help family members get along well together?
8. What are some things that a family should know about legal regulations and responsibilities with regard to the law?
9. What are the responsibilities that adults must consider in planning to have a child? In planning for a family? (Food, shelter, clothing, medical care, education, nurture and guidance, relationships, etc.)
10. What are some of the adjustments a husband and wife have to make when they have their first child? What are some adjustments necessary as other children are born - for the father and mother? for the youngest child? for other children? What can be done to help make these adjustments easier?
11. Why is it important for parents and their children to share home projects, work for the family, learning new things, recreation?
12. What are some suggestions for shared activity which class members have? What have they tried? What do they wish they could do in their families? (Refer to previous unit stressing differing needs of children of different ages and the continuous change.)

SUGGESTED ACTIVITIES

1. Discuss with the class some changes in today's family life. What substitutes do we have for the relatives who used to help care for children?
2. Display pictures and materials about families around the world. Discuss things families in all countries have in common.
3. Have students from other countries tell about family customs in their countries.
4. Ask several class members to prepare and discuss some community changes that are needed that will help families.
5. Discuss how learning together and sharing things learned can strengthen family ties.
6. Invite a specialist from the Family Service Society, the Mental Health Clinic or a Child Guidance Clinic to talk about the home and family and ways of coping with family problems.
7. Invite someone from the Health or Welfare Agency responsible for Family Planning Services to talk about Family Planning and the services available in the community.
8. Ask students to tell about any "projects" their families have undertaken, (home improvement, garden, business venture, etc.)
9. Take the class to visit the public library to see the departments for children, adults and older persons. Have the librarian discuss services of the library, encourage students to obtain library cards. See books to read to children.
10. Invite a teenager to visit the class and demonstrate reading a story to a child. Join the group in a discussion of things various family members can do together.
11. Add to card file the agencies in the community that serve families and help with problems of family relations. (#13, page 12.)
12. Add to card file the job opportunities related to families and family services (may overlap in some instances with other areas particularly homemaking skills.) (#14, p. 14.)
13. Help the class plan and have a family picnic, party, or other shared activity.

SUGGESTED MATERIALS

COMMERCIAL MATERIALS

Association Press
291 Broadway
New York, New York 10007

Enjoying the Outdoors With Children. Lucille E. Hein \$3.95.

A good book for the classroom. Gives many useful and practical suggestions and ideas to help parents and their children learn from and appreciate the world about them. Try some of these with the class! Upper level reading. Ideas easy to adapt for beginning level.

Birk & Company, Inc., Publishers
3 West 57th Street
New York, New York 10019

How to Give Your Child a Love of Books. Bernice Frankel.

Worth trying. Simple suggestions for developing curiosity. Use along with field trips to the Public Library. Upper level.

Channing L. Bete Company
Greenfield, Massachusetts 01301

Scriptographic Books. 1965.

Courtesy Costs Nothing But is Worth Everything. 15 pp.

Upper reading level.

California Migrant Ministry
3330 West Adams Boulevard
Los Angeles, California 90018

The Practical Education Series. Dorothy Goble.

The Lopez Family. 1964. 55 pp.

The story of a Spanish-speaking migrant family.

Arthur C. Croft Company
100 Garfield Avenue
New London, Connecticut 06320

The Home and Family Life Series. 1957. Bright, Emma Lewis and Mitchell, Eva Cornelia.

- Reader 1 - A Day With the Brown Family. Grades 1 - 2
Reader 2 - Making a Good Living. Grade 2
Reader 3 - The Browns at School. Grade 2
Reader 4 - The Browns and Their Neighbors. Grades 2-3.

Accompanying Teacher's Guide

These soft-cover books are a revised version of an old series that remains very popular with the culturally deprived. Their easy readability make the new reader proud to have finished "whole books."

Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

Civics Series

Book I. In Your Family. Margaret W. Hudson and Ann A. Weaver

Considers members of the family, the role of the family and home life, friends and neighbors. Of general interest but particularly suited to the younger ABE student. Grade 3.
32 pages. 90¢.

Book II. In Your Community. Margaret W. Hudson and Ann W. Weaver

Describes the functions of the local community and the citizens' role in it. Provides information about community services, types of community workers, laws and Government.
32 pages. 90¢

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

The Turner-Livingston Reading Series.

The Family You Belong To. 48 pp.

Discusses family relationships. Reading level grades 6-8.

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017

Life With the Lucketts. Phyllis D. Morris
The Thomases Live Here. Jocelyn Pretlow Goss

Interesting and readable descriptions of family life.

The MacMillan Company
60 Fifth Avenue
New York, New York 10011

Coping: A Family is a Way of Feeling by Marjorie B. Smiley,
Florence B. Freedman, John J. Marcantante.

Carefully selected stories and poems that will introduce Adult Basic Education participants to leading writers and help them appreciate the beauty and power of words and ideas. Excellent for reading aloud. Pictures very useful for encouraging discussion. Reading varies from low to advanced level. Highly recommended.

Noble and Noble, Publishers
750 Third Avenue
New York, New York 10017

How We Live. Angelica W. Cass
Your Family and Your Job. Angelica W. Cass

Readable selections dealing with family life situations.
Develop comprehension and vocabulary. Grade levels 3-4.

Regents Publishing Company
200 Park Avenue South
New York, New York 10003

Family Life in the U.S.A. An Easy Reader. Gladys Alesi and Dora
Pontell 1962. 138 pp.

Each chapter of the book presents some aspect of the life of an Americanized family with school-age children. It gives some insight into inter-personal relationships, their relationship to the neighborhood in which they live, the school the children atte

ship to the neighborhood in which they live, the school the children attend, and their functions as citizens. Two readings compose each chapter. The second is on a higher level than the first and is intended to provide a bridge to independent reading. Dialogues, speech exercises, and discussion practice help to develop oral communication skill as well as explanations of grammar principles. Reading level 3.

* * * * *

FREE AND INEXPENSIVE MATERIALS

Single copies usually FREE upon request. (Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

U.S. Department of Agriculture, 14th and Constitution Avenue, N.W.
Washington, D.C. 20250

Books for Children. P A 709. Division of Home Economics, Federal
Extension Service.

Department of Health, Education, and Welfare, 300 Independence Avenue,
S.W., Washington, D.C. 20201 (Specify Bureau when requesting materials)

BUREAU OF FAMILY SERVICES (HEW)

Bureau of Family Services. Public Assistance to Help Needy People

Brief descriptions of the various services and kinds of needs
they are designed to serve. Helpful facts. Numbers served
give idea of scope of service. Teacher and upper level readers.

Department of Health, Education and Welfare, 300 Independence Avenue,
S.W., Washington, D.C. 20201 (Specify Bureau when requesting materials)

CHILDREN'S BUREAU (HEW)

A Creative Life for your Children. Margaret Mead. 41 pp. 35¢.

Background reading for the teacher.

Handbook for Recreation. Publication No. 231.

A very helpful resource for family, school, church, and other
groups developed on the theme: "The wholesome use of leisure
time must begin in the home, extend into the school and church,
and become an accepted part of Community life."
Gives ideas for students to develop their own Handbook of
locally enjoyed activities.

The Attorney's Part In Adoption. Publication No. 47

The Physician's Part in Adoption. Publication No. 44

The Social Worker's Part in Adoption. Publication No. 45

Helpful information for adopting parents but also for unmarried
mothers whose baby will be adopted. Upper level readers.

Pogo Primer for Parents. (TV Division)

Comic book style booklet about the problems of parents with regard to children and television. Amusing, helpful. Many ideas for discussion. Text - upper level readers.

CHILDREN'S BUREAU (HEW) (Continued)

Child-Caring Institutions. Martin Gula. Publication No. 368

Explains different kinds of institutions and services to meet differing needs of children. Helpful background information for the ABE teacher, administrator, curriculum consultant.

Child Welfare Services - How They Help Children and Their Parents

Discusses conditions for healthy growth of children, and the need for adequate community resources to help parents and families provide the essentials for healthy growth.

A valuable publication in helping teachers see needs of adults and children from an overall point of view.

Child Welfare Services. Publication No. 406.

A picture - fact booklet describing services for children that reflect the changes occurring in our society. Highly recommended for showing problems children and parents cope with from the child's point of view. Headings and large print text suitable for low-level readers. Discussion text for teachers.

When Teenagers Take Care of Children. A Guide for Baby Sitters. Publication No. 409.

Useful for baby sitters of all ages. Well-organized, helpful check-lists. Upper level readers. Topic headings and illustrations expand interest to lower level readers.

When You Adopt A Child. Publication #13.

Some of the factors considered by agencies and parents who are thinking about adoption. Reading level grade 5-7.

ASSORTED MATERIALS

Living With Our Children. Evelyn Millis Duvall. American Social Health Association, 1740 Broadway, New York, New York 10019.

A leaflet containing helpful discussions about parent's feeling about growing children. May be used by the teacher to suggest topics. Material that is too "middle-class" will have to be omitted or adapted.

Chart - The Family Life Cycle. Based on concepts in the book, Family Development. Evelyn Millis Duvall, J. B. Lippincott, Company, East Washington Square, Philadelphia, Pennsylvania 19106. Chart published and distributed by the American Social Health Association, 1740 Broadway, New York, New York 10019. \$1.00 per copy.

Fun With Your Family. Regina Chadwick. University of Wisconsin, Extension Service of the College of Agriculture, Madison, Wisconsin.

As title suggests, presents ideas that families can find enjoyment in sharing activities. Best use may be in providing help in making a booklet for families of a particular ABE class using ideas of the class. Upper level readers.

Parents and Family Life Education. Leaflet published by the National Congress of Parents and Teachers.

Includes suggested activities and sources of information. (Ask the local PTA president about this.)

When You Move to the City. Roger Crook. North Carolina State University, Agriculture Extension Service. In preparation. Available after June 1, 1967.

FILMS AND FILMSTRIPS

The Film libraries of State Departments of Education and State Departments of Health (including Mental Health) contain many films that may be used in Adult Basic Education. Other resource agencies and organizations may provide films as well as discussion leaders. Ask for suggestions from the specialist or consultant. Preview the film to be shown to be sure that it is suited for the particular group and worth the time and effort.

A brochure, Selected Films on Child Life is available from the Children's Bureau - Department of Health, Education, and Welfare, Washington, D.C. 20201.

Assignment Children. 20 minuets, black and white, 1954. Purchase or rent. Association Films, Inc., Broad at Elm, Ridgefield, N.J. 07657

An account of Danny Kaye's world tour on behalf of UNICEF is presented. The film shows how UNICEF works to prevent and cure yaws, tuberculosis, malaria, and other diseases of children around the world.

The Bright Side. 23 minutes, black and white, 1958, purchase. International Film Bureau, 332 South Michigan Avenue, Chicago, Ill. 60604.

This film shows how day-to-day enjoyment of family living can help children to grow into happy, well-adjusted people. An excerpt from THE LONELY NIGHT.

Children of Change. 31 minutes, black and white, 1960, purchase or rent. International Film Bureau.

This film dramatizes the stresses and strains on children whose mothers work outside the home and on the mothers who must adjust to two full-time jobs. It also highlights a day care program designed to help meet the problems families face when the mothers become employed.

A Desk for Billie. 57 minutes, black and white or color, 1956, purchase, rent, or loan. National Education Association, for sale; State education associations, for rent or loan.

The film tells the story of a migrant child and her fight for an education.

Meeting Emotional Needs in Childhood: The Groundwork of Democracy. 32 minutes, black and white, 1947, Studies of Normal Personality Development Series, purchase or rent. New York University Film Library.

The kinds of attitudes a child develops toward other people and toward the community are studied.

Palmour Street. 27 minutes, black and white, 1950, purchase or rent. Center for Mass Communication, for sale; Yeshiva University, for rent.

The way of life patterns of fear and confidence, trust and hate, are established and how strongly parents influence children in these matters is shown.

Roots of Happiness. 25 minutes, black and white, 1958, purchase. International Film Bureau.

The everyday homelife of a simple Puerto Rican family is recorded, showing the effect the feelings of the parents have on the emotional life of their children. Available in both English and Spanish.

Skippy and the Three R's. 29 minutes, black and white or color, 1954, purchase, rent, or loan. National Education Association, for sale; State education associations, for rent or loan.

The Toymaker. 16 minutes, black and white or color, 1952, purchase, rent, or loan for service charge.

Two puppets and their creator reveal how surface differences can lead to conflict and how peace and harmony can develop from mutual understanding.

When Should Grownups Stop Fights? 15 minutes, black and white, 1952, Studies of Normal Personality Development Series, purchase or rent. New York University Film Library.

Four incidents of nursery school play in which rather serious difficulties arise are portrayed. The resolution of these conflicts is not shown, leaving the audience to discuss whether or not the teacher should have intervened.

UNIT VI

THE FAMILY AND THE COMMUNITY

THE FAMILY AND THE COMMUNITY

The study of the family in the community has several major purposes. In each of the previous units, the services in the community that help individuals and families have been discussed. In this unit, all of the services are reviewed to show the number and variety of resources and to reveal the gaps in services. The way the family uses the services is summarized.

There are other dimensions. A "responsible community" is concerned with conditions in the community. They either foster wholesome living for children, youth, adults and their families or they provide unhealthy, undesirable and even dangerous situations that breed trouble and put extra burdens on families in rearing their children. The problems for families and communities are numerous and complex. Nevertheless, giving attention to the characteristics of a "responsible family" in a "responsible community" helps to point to the fact that families and communities are interrelated and have mutual responsibilities, one to the other.

Community Action groups are already demonstrating their ability to unite in bringing about constructive changes in neighborhoods and communities. This unit provides information and suggestions that stress action by the family as a unit and encourage wider participation in community affairs. It serves as an introduction to a broader study of Citizenship and Community Affairs.

The Family and the Community

SUGGESTED TOPICS AND QUESTIONS

1. Discuss ways in which the particular community or neighborhood influences the families and ways in which the families influence the community or neighborhood.
2. Review from the other units services and other ways in which the community helps the family. Use the file of community agencies and services and add any additional ones.
3. What are some of the advantages of moving to a new community? What are some problems and needs? How are the children affected and what can parents do to help them?
4. What does the community do to help newcomers? Schools? Churches? Other agencies? What needs to be done? How can Adult Basic Education classes help?
5. For persons who live alone, what are the opportunities in the community for companionship?
6. What are some evidences that problems such as these exist in the community? (1) Child abuse and child neglect, (2) poor human relations; (3) isolated, lonely people; (4) sources of disease and danger. What are some of the things that might be done to help with these problems?
7. Discuss some examples that the students and teachers have heard about families and other groups uniting to improve conditions - that illustrate improvement through cooperation.
8. What are some organizations and Government agencies that work for community betterment? What does each do? City council, fire department, police department, community council, community action agency, civic clubs, churches, etc.

9. What are some first steps in improving the immediate neighborhood and community?
10. What are the community citizenship responsibilities of adults, of teenagers, of children?
11. What are some opportunities for teenagers in the community for work? for recreation? for service?
12. What are some opportunities for older people in the community for work? for recreation? for service?

SUGGESTED ACTIVITIES

1. Work out with the class definitions of a community and a neighborhood. Write these on the chalkboard. Develop a word list from statements about the particular community and neighborhood.
2. Ask the students to think about these definitions and to be prepared to tell some good things about the community or neighborhood; some needs. Report to the class at next session.
3. Have a student new to the community tell about some of the problems encountered, some of the advantages found in the new community.
4. Bring clippings from the newspaper that tell about problems in the community; those that tell about good happenings and opportunities.
5. Have the class role play a meeting of a community council to discuss a problem of the local community (first session) and to work out a plan of action (second session). Sessions may be separated by several days to give students time to gather information and think about the problem. Put this on video tape if possible. Play back looking for evidence of cooperation and compromise, of "vested interests."

6. Invite: Several teenagers to talk about problems and opportunities for teenagers in the community and how adults can help. An older person to talk about some interesting or helpful activity. A youth leader - Girl Scouts, Boy Scouts, 4H Club, etc., to talk about youth groups and programs.
7. Discuss the ways in which people can influence a community; through voting, through thinking and talking; through participation in community action, etc. Invite a community leader to visit the class to tell about action for community improvement.
8. Encourage the class to select a small project and help them plan and carry out action involved and to evaluate results. (Clean up campaign, improving vacant lot, welcoming newcomers, etc.)
9. Have the students decide on some places in the community (or city) they would like to visit, get postcards and other pictures and make a display of these places.
10. Provide maps showing the city or county. Help students learn to locate where they live, locate the class and other key places. Help them learn to give directions for finding location, as to a tourist.
11. Add to the card files agencies concerned with community betterment-community action, recreation. (#13, p. 12.)
12. Review all of the community agencies listed in previous units, discuss their relationships and the ways in which a family might use their services in meeting its needs.
13. Add to the card files job opportunities related to community betterment and service. (#14, p. 14.)
14. Review all of the jobs listed in previous units. Ask if any class members have learned of other jobs in these categories, if anyone has obtained a job, requested training, etc.
15. Use the Want Ad section of the newspaper to see what jobs are available in the various areas.

SUGGESTED MATERIALS

COMMERCIAL MATERIALS

Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

To Be a Good American Series. Margaret W. Hudson and Ann A. Weaver.

In Your Family. 30 pp.
In Your Community. 30 pp.

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

The Turner-Livingston Reading Series. Richard H. Turner.

The Town You Live In. 48 pp.
The Family You Belong To. 48 pp.
Teacher's Guide. 32 pp.

Soft cover relating to family and community. Good material for discussion. Reading level 6-8.

New Readers Press
Box 131
Syracuse, New York 13210

Let's Play Together. 1965. 18 pp.

Teaches community cooperation. Based on 500 word list. Grade 3.

Noble and Noble, Publishers
750 Third Avenue
New York, New York 10017

Your Family and Your Job. 71 pp. Angelica W. Cass.

Reading selections deal with shopping and family life situations. Develops comprehension and vocabulary. Grade levels 3-4.

Regents Publishing Company
200 Park Avenue South
New York, New York 10003

Family Life in the U.S.A. An Easy Reader. 1962 138 pp.

Intended for the foreign-born, this book acquaints them with life and customs in the United States. Grades 3-4

Steck-Vaughn Company
P. O. Box 20208
Austin, Texas 78768

They Work and Serve. 1967. 51 pp.

Stories about people in service industries: waitress, janitor, policemen, taxi drivers, and others. 5th Grade level.

FREE AND INEXPENSIVE MATERIALS

(Single copies usually FREE upon request. Ask about cost for quantity.)

GOVERNMENT PUBLICATIONS

U. S. Department of Health, Education, and Welfare, 300 Independence Avenue, S. W., Washington, D. C. 20201. (Specify Bureau when requesting materials.)

ADMINISTRATION ON AGING (HEW)

Request leaflet about Foster grandparents' program and materials describing community services for the elderly.

CHILDREN'S BUREAU (HEW)

A Look at Juvenile Delinquency. Publication No. 380.

Background information for the teacher in helping the ABE class discuss this problem as it appears in the local situation. Teacher.

Homemaker Service: How It Helps Children. Publication No. 443.

An excellent explanation of this service, its operation and what it means to families and children. Case histories and illustrations add to interest and value. Good description of the homemaker, as an occupation. Upper level readers.

The Lebanon Story. Publication No. 395.

An account of a community at work on its own problems. Some Adult Basic Education classes may wish to compile an account of their own neighborhood story. Teacher.

ASSORTED PAMPHLETS

Koinonia Foundation, Box 5744, Baltimore, Maryland 21208.

Let's Plan Together. Lorena Greeup.

Suggestions for planning and working together in the home and community. Low level reader.

National Congress of Parent and Teachers, 700 Rush Street, Chicago, Illinois 60611.

Keeping Children Healthy.

A description of the PTA program for continuous health supervision from birth through high school. Useful in showing how home, school, community must work together. Teacher.

North Carolina State University, Agriculture Extension Service.

When You Move to the City. Roger Crook. In preparation.
To be completed by June 1, 1967.

*FILMS AND FILMSTRIPS

Hard Brought Up. 40 Minutes, black and white, 1954, purchase. International Film Bureau.

The services of a child welfare worker for delinquent and neglected children are portrayed through the story of two 10-year old boys who get into trouble in the community. A variety of services to children is demonstrated.

Make Way for Youth. 22 minutes, black and white, 1947, loan for service charge. Anti-Defamation League of B'nai B'rith.

A community, startled into action by the tragedy of a boy's death, organizes a youth program and begins to break down the fences between neighborhoods, races, and religions.

My Own Yard to Play In. 8 minutes, black and white, 1959, purchase. Edward Harrison, 1501 Broadway, New York, New York 10036.

This is a documentary film showing the ingenuity and versatility of children in finding their own play materials and organizing their own play in the streets of a big city.

Neighborhood Story. 30 minutes, black and white, 1954, purchase or rent. Syracuse University.

A group worker in a settlement house helps a 10 year-old boy and his family.

Open Your Eyes. 28-1/2 minutes, color, 1965, purchase or rent. Girl Scout Film Library for sale; Association films, or Girl Scout Film Library, for rent.

This film shows many ways in which Senior Girl Scouts are assuming responsibility for community service.

The School Social Worker. 25 minutes, black and white, 1955, purchase, or loan for service charge plus transportation. University of Southern California.

The social worker in this film cooperates with teachers, parents, and others in helping solve problems that interfere with children's school adjustment, learning and attendance.

* See instructions in Unit V, Page 96.

The School That Learned to Eat. 22 minutes, color, 1948, purchase or loan. General Mills.

The children and teachers in a small Georgia grade school work to improve their health standards with the cooperation of the whole community.

V For Volunteers. 21 minutes, black and white, 1951, purchase or rent. National Film Board of Canada, for sale; Contemporary Films or William M. Dennis Film Libraries, for rent.

A young woman, her interest in volunteer work aroused, learns the satisfaction that can be gained by participation in community service.

Who Cares About Jamie? 16 minutes, black and white, 1963, purchase. Smart Family Foundation, 65 East South Water Street, Chicago, Illinois 60601

The story is told of a few hours in the life of Jamie, a first-grader. The important role played by parents, teachers, and other adults in helping a child to cope with the stresses and strains of growing up is emphasized.

Youth and the Law. 36 minutes, black and white, 1962, purchase or rent. International Film Bureau.

The role of the police as they work with other community organizations to guide youthful energies into constructive channels and to prevent juvenile delinquency is dramatized in this film.

Home Again. 35 minutes, black and white, 1958, purchase. International Film Bureau.

Homemaker service, a professionally supervised community resource for helping people in trouble, can keep a family together in time of crisis and relieve emotional tensions that impede the recovery of a person who is ill.

Children on the Move. 22 minutes. Ideal Pictures, Inc. 1010 Church Street, Evanston, Illinois 60201. On loan, free of charge. (Indicate first and second choice of showing dates.)

A 16mm sound film produced by the Smart Foundation in cooperation with the Menninger Clinic. Forty million Americans move to a new home every year. This film tells the story of two families who move from one city to another.

APPENDIX A

CLASSROOM PICTURE-BOOK LIBRARY

CLASSROOM PICTURE-BOOK LIBRARY

Suggestion: Enrich the Adult Basic Education experience for the students by providing a selection of picture-books. The following volumes are highly recommended for photographs and text. (All may be purchased for about \$30.00 with educator's discount. Perhaps a club or church would like to donate these choice books.)

To Be Alive! The MacMillan Company. 60 Fifth Avenue, New York, New York. 10011. \$4.95

From the film produced by Francis Thompson, Inc. for Johnson Wax Company.

Family. Margaret Mead and Ken Heyman. The Macmillan Company. \$10.00

"..And as men must now irrevocably perish or survive together, the task of each family is also the task of all humanity. This is to cherish the living, remember those who have gone before, and prepare for those who are not yet born." An outstanding collection of pictures of children from all over the world, with their parents, grandparents, other children and adults. With text of great beauty and insight - together they present a wealth of information and understandings about human relationships against a background of human need.

The Family of Man. Maco Magazine Corporation, 480 Lexington Avenue, New York, New York. 10017. Paperback. \$1.00.

A book of inspiring photographs edited by the Museum of Modern Art. Each picture is worth a thousand words in portraying the importance of love and of warm human relationships.

Willie. Photographs by Ken Keyman. Words by Michael Mason. The Ridge Press, Inc. 551 Fifth Avenue, New York, New York 10036. \$7.50.

A memorable experience of sharing with a four-year old the adventure and human relationships on his street in the inner city.

The Joy of Children. Text by Pearl Buck. The John Day Company,
New York, New York. \$7.50

Based on the photographic exhibit prepared for the 1960 White House Conference on Children and Youth, "These are Our Children." Wonderful pictures of children of all ages and backgrounds.

The Sense of Wonder. Rachel Carson. Harper and Row Publishers,
New York, New York. \$5.95.

"Words and pictures to help you keep alive your child's unborn sense of wonder, and renew your own delight in the mysteries of earth, sea and sky." Beautiful photographs that will help adults look more closely and see the world about them, that will suggest sharing the wonder with children.

Build a classroom library of picture books and pamphlets. Suggested books of pictures with helpful text, some especially well suited for reading to ABE students, students may compose their own text.

These Are Your Children. Gladys G. Jenkins and Others. Scott, Foresman and Company, Publishers, Glenview, Illinois 60025. Third Edition. 1966. \$6.75 - Soft Binding. \$4.50.

The story of the development of children told in pictures and in text. Characteristics and needs of boys and girls in the different stages of growth are included. A most informative and challenging book for teacher, parents and other adults who are interested in young people and how they grow.

APPENDIX B

FAMILY NEEDS: SKILLS FOR LIVING

FAMILY NEEDS: SKILLS FOR LIVING

By Joseph K. Folsom*

The British have a way of stating issues bluntly and concisely which makes it easier to bring the trouble spots of our thinking into the open. Last year I heard a conservative woman member of the British Parliament address her constituents along these lines: "We hear so much talk about what we want the government to do for us; let us consider what we are going to do with ourselves."

Yes, we do need to develop individual responsibility, and that is what I am going to talk about in this article. But we cannot expect our citizens to reach higher levels of helping themselves unless we work through organizations and institutions, including government. One thing which family welfare planning needs is to get rid of the bogey of "dependence," this political red herring, this false antithesis between what we do for ourselves and what our government or some other institution does for us. To put the matter in a nutshell -- the increased services of modern democratic governments to their peoples are, in vast preponderance, measures which enable people to help themselves more effectively. Education, housing, health and recreation play a large part in them.

A democratic government is one organ of its people; if its functions enlarge and taxes increase in proportion to its functions, it means that the people are helping themselves that much more through the governmental form of collective action. Our Department of Agriculture has made great achievements in tying federal action to the local initiative of farmers. Our voluntary educational associations have helped to make government of and by as well as for the people.

We are all individually and collectively responsible for better family life. How and through what institutions we shall perform this responsibility is a practical and not a moral question. It is a question to be re-decided from time to time in the light of experience. We shall make a forward step when we cease trying to define the "responsibility" of "society" or of any institution or society in terms of absolute values.

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We exercise our responsibility for family needs through two broad channels. First, each of us has to look after his own family and his direct personal relationships. We may call this private responsibility. Second, each of us has a part to play in forming public opinion and thus bringing about changes in social institutions by legislation, financial contribution or otherwise. We may call this political or public responsibility. Political and religious conservatives emphasize the first; radicals often emphasize the second so much that they seem to deny the importance of the first. But there is no "either--or"; both channels must operate.

General Individual Skills

What are the needs of family life for which we all carry this two-fold responsibility? Family life needs (1) better material facilities such as housing, schools, clinics; (2) institutional changes such as better teacher training and selection, improvement in marriage, divorce, employment and social security laws; (3) better education of individual human beings in personal skills of living, in healthy emotional reactions, and democratic attitudes. (1) and (2) require (3), but (3) also requires (1) and (2). We can focus the whole picture of needs on the plans of environment, institutions and politics, or we can focus it on the plans of individual development and character. But in either case it is the same picture.

In this article, I shall use the second or individual focus. This leads immediately to a consideration of the aims of education which might be detailed in terms of subjects, projects, experiences, and so on. I would prefer to state them in a less customary way; in terms of general skills of living which cut across many activities. Some of these I shall merely list, not because they are less important, but because they are adequately discussed elsewhere and space is limited.

The reader may find that many important things seem to be poorly emphasized, for example, sex education, planned parenthood, nutrition, religion, home art. I have not forgotten them nor am I trying to "soft pedal" anything. I am concerned with the question of what general skills the individual needs. These skills are stated in terms of the mature individual, but can be held as guiding aims at all levels in the educational process.

The material processing skills: food handling, clothing, laundry, cleaning.

The art of handling money.

The arts of health management, including sex reproduction, nutrition, exercise, sleep.

Mechanical skills. Both women and men need to learn how to take care of the ordinary mechanical and electrical devices of the modern home, how to make repairs, what are the real danger points in our machines and gadgets, how to operate washing and sewing machines and make a field diagnosis on a stalled automobile. In this area the average American is probably superior to most peoples, but the two sexes need to share their traditional skills to a much greater degree.

Recreational skills. The schools could well teach a greater variety of games, stories, musical and creative arts as preparation for family living and adequate parenthood. Play skills give the parent a closer and more effective relation with children and enrich family life.

The art of managing time. This art is basic to many others. Good family life demands relaxation and leisure. Modern machinery and construction have given us great possibilities for leisure which we have only poorly developed. Each new economy of time effected by the machine is eaten up by new pseudo-necessities of homemaking so that we seldom get around to the more important activities which would spiritually enrich the life of the home. In many ways we could simplify; in many ways we could learn to do two things at once -- one with our hands and another with our brains or speech organs.

In every home a few time-study experiments would be helpful. Probably few persons actually know the average time they require to perform a familiar series of operations such as dressing, leaving instructions, collecting possessions, leaving the house, starting the car, with the result that on such occasions some are always in a hurry and scolding their children to the detriment of all personalities concerned. Time management does not necessarily mean a rigid clock schedule, although for young children this is to be recommended during a considerable portion of their time, and for commuting husbands it is at certain points a necessity. For many, the most useful policy will be to condense essential operations into a rapid sequence, leaving all the free time in a single block at the end of a day or week, rather than scattered in fragments.

The art of managing space. "Domestic science" became "home economics" and might well become "Home engineering." Its "How much," and "when" wisdom needs to be supplemented by a little more emphasis on "where."

While most homemakers cannot plan their own houses, at least immediately, any house can be more satisfying if certain principles are followed in the use of space. "A place for everything and everything in its place" is a trite old adage which takes on new importance in this age of many possessions and complex equipment. Moreover, space-efficiency makes possible greater flexibility in time management; one can afford to go on the impromptu excursion or to change his plans suddenly if he can locate quickly all the necessary equipment.1/

Physically a successful home is not a collection of utensils but an organic unit where every tool can be located with minimum effort like the keys on a typewriter or piano. Many homes are well organized aesthetically but not functionally. The home could learn a great deal from procedures quite familiar in offices, stores, military camps, fire and police and public works departments. When a person keeps his working surfaces -- desk and table tops, chair or even beds - piled with objects which might be moved to drawers, shelves, or even neatly into corners, I often wonder if he has ever thought about the reasons for ten-minute or one-hour parking zones downtown. Indeed, one method in good general education is to help students perceive common abstract principles like this in situations which are concretely very different.

The Arts of hunting and choosing. Successful family life in the modern world depends very much upon individuals finding in the outside world the very specific things they need: finding a compatible mate through courtship; finding jobs, houses, domestic employees, doctors, counselors, schools, camps, congenial friends, recreational facilities, partners for cooperative housekeeping, not to mention many material commodities having precise specifications. We, in America, live in a world of plenty, but we have to spend a great deal of time hunting. The thing we individually want is probably available and it may also be looking for us, but without skill we fail to connect.

Hunting skill in the modern complex world depends upon the use of informational media. There is much more to learn than the use of the telephone directory, the daily paper, the railway time table, and the encyclopedia, although many persons do not even know how to exploit these. Too few people know the consumer information services such as Consumers' Union. One of the main values of having a high level of general education is that it enables people to economize time in search-

1/ Perhaps one of the great unconscious, vicarious satisfactions we get from the movies is the sense of ease with which important things are done; the leading characters seem to be able to carry out immediately- or at least to start immediately -- any action they decide upon. This ease is usually made more plausible in the pictures by the fact that such characters have servants always at beck and call; "ordinary people" can approach such facility only by keeping their material environments perfectly organized.

ing, and hence to find more certainly or more accurately the numerous specific means to satisfy their individual needs. Also, the intelligent citizen -- the person who performs well his public responsibilities -- is one who knows where to get reliable public information, who knows also the political "lowdown" about his community and the unofficial channels through which things get done. A "know-your-own community" project should be a "must" in education for family life.

The art of communication. This skill is not so well developed among Americans as among some other peoples, notably the French. A great deal of household "conversation" is little more than thinking out loud, and when something important is said it does not get said clearly and effectively. We need to teach more of the dramatic arts and also the art of listening. We need to teach the art of giving directions and the use of time-saving words such as the points of the compass and standard names for places, bureau drawers, clothing, tools, and so on. This would save time for more interesting conversation. We need to learn how to conduct an argument or even a quarrel in such a way as to bring out the real points of disagreement and to settle them: How to voice differences of opinion without degenerating into personal criticism and hostility. We need to learn how to nourish the curiosity of our children, to give them encouraging attention even while we are doing something else. Personally effective, "spontaneous," radiant people are, generally speaking, those who have learned certain controls of their own emotions, attention and speech to the point where these are "second nature," like any other habit. That they are "free from inhibitions" is only part of the truth. They have learned, perhaps by accident, what kind of inhibitions to be free from, and to practice other inhibitions without strain.

In an educational experiment at Carnegie Institute of Technology, Dr. Eliot Dunlap Smith is teaching the humanities and social sciences to engineering students with this approach. Psychology, for example, is presented in part by the practical problem: how does one go about it to memorize something for a certain purpose? To control one's direction of attention is a technique which can be studied.

2/

The art of love, in its broadest sense. Ferenci said that the greatest tragedy of his medical experience was that of people who wanted desperately to love each other but could not. Of course, deep

2/ Sex education can be assumed to be implied here, or under health, or both. The schools are still limited in what they can do, but at least they can direct students explicitly to other agencies and sources.

analysis and counseling have a large part to play here. But much can be achieved also by working with the "surfaced phenomena." Perhaps we cannot will ourselves immediately to change an attitude, but we can will ourselves to do something, say something, or change the external situation. These surface changes often change the attitude of the other person and this reacts favorably upon our own attitude. Thus saying something pleasant which we do not feel may eventually lead us into feeling what we say.

Even in elementary school, as the Springfield and other projects have shown, one can teach children the art of creating good will between different cultural groups and children are readily interested in the life of foreign countries. We may, for a time, enjoy a happy family life in our own tight little circle, while looking down our noses at other peoples; we may exhort our children to good behavior by making them feel superior to some minority or foreign group. But that will not last. Next time it may not be we alone who have the atomic bomb. Any program for better family life in America should today dedicate itself to international and intercultural friendship, to world family life!

Finally, all arts and skill depend on the art of managing one's own emotions, often called mental hygiene. "Emotional hygiene" would be a better term. How, practically, does one control one's temper, overcome fear, get at an unpleasant task when bored or restless, get to sleep when worried, present an appearance of calm when facing an unpleasant meeting, repress the unfriendly slur or joke which though admittedly unjustified comes readily to the tongue's tip, make the children feel firmness of love when one is in inner turmoil, and so on? Here again we may sometimes have to call in the psychiatric counsellor. Yet many people have developed their own techniques for doing these things. To disseminate this general experience, as well as to create a reasonable attitude toward psychiatry, is certainly one of the major tasks of education.

The development of the other nine arts and skill is helped or hindered by various emotional attitudes. For example, a parent who has developed some skill on a musical instrument has an asset valuable to family life; but suppose this person seldom or never uses this skill because he "hasn't the time" or hates to be reminded of how much his skill has declined since younger days. Here one needs another skill -- skill in managing time of a new attitude -- the attitude of enjoying doing what one can without pangs of nostalgic perfectionism. Or, one may have a prejudice that "efficiency" belongs to war and work and is out of place in peace and family and personal life. As a result he sells the family birthright of a meaningful program for the pottage

of unplanned futility. Efficiency does not mean working as much as possible; it means working to reduce work! History has never before known such a period of essentially democratic planning and cooperation -- for the purpose of killing our enemies. Are we willing to plan and cooperate to increase leisure, to increase love, to enrich life?

Among the general attitudes prominent in American character, ingenuity or inventiveness can be capitalized to overcome many other difficulties. Americans can be stirred to do many difficult things by the appeal "to do the impossible." On the negative side, perhaps our most destructive attitude is our competitiveness. Even children in our progressive schools easily get sidetracked by all kinds of irrelevant rivalries and races and contests which divert effort from the goals of self-development and of total group achievement. We spend "an awful lot of time" trying to beat somebody else without any of us getting anywhere. However, we have to use our national character as we find it, and we can guide this competitive attitude into more constructive channels and perhaps in time reduce its intensity.

Much of this may sound like a harking back to an older philosophy which said that the aim of education is to produce effective individuals rather than to deal with specific current problems. However, let us substitute "and" for "rather than." Modern education must perform both tasks. It will be democratic education, not only because it will deal with the family and other current problems, but also because it will seek to make all individuals effective, and not merely the chosen few.

APPENDIX C

BUILDING FAMILY STRENGTH

BUILDING FAMILY STRENGTH

By

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When we begin to think about a topic such as the one we are considering today -- Building Family Strength -- we are immediately confronted with a great series of questions. What do we mean by strength? Are we thinking only of the children, or of adults as well? What skills, attitudes and knowledge are needed for today's world? Who sets the standards for how we think about these things? Are there some ways of living in families that are better than others, and if so, what are they? Do we know anything about how to promote strength in family living?

We know surely that rapid change in the world around us is bringing with it some deeply disturbing changes in family living. Uncertain employment, great mobility of people, changes in male and female role patterns, accelerated maturing of the young, the shift in only a hundred years from a predominantly rural to a predominantly urban way of life, the growing prevalence of relatively rootless one-class suburban areas without adequate community services or planning, increased demand for education and training, mass communication with its accompanying forced awareness of the enormity of the problems of human misery and injustice, the new posture of the United States as a giant of the earth dedicated to freedom, yet with an onrushing consciousness of its own shortcomings -- these are but some of the concerns which are reflected in family situations and profoundly affect what we think and how we act.

What should our attitude be toward these changes? Should we as families resist them, accept them, or withdraw into our shells and let the world go by? Or can we, if we want to, do anything to make the world a better place, to direct change, by the way we conduct our homes? How?

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For what kind of world are we attempting to prepare ourselves and our children? What strength can we obtain from our families? Can we realistically expect to get the things we want?

These and a host of other questions come to mind as we think about "Building Family Strength."

Can we straighten out a path of approach, or find a way through such a maze?

What About the "eXpert"?

One thing impresses us strongly when we face questions like the ones that have been suggested and others that have occurred to you, I am sure. It is their seemingly infinite, almost terrifying, complexity. Can we reasonably expect anyone to have the answers to such great problems? Is there an "expert" with wisdom so prophetic that he could tell us for sure what kind of world our children will live in fifty years from now? Or even tell us for sure the best technique for getting Johnny to do his share of the chores willingly? Or drink his milk?

Yet this is what many of us as parents wish for: sure knowledge, recipes and prescriptions for bringing up our children and for solving our own personal difficulties. In this age of science and the expert, we search out the person who will give us the answers, even though the answers may not apply in our own situation - and secretly and sometimes not so secretly despise the educator who leaves us with more questions than we had to begin with. "You are the expert. You tell us." One hears this many times in one form or another, as though knowledge were simply limited to what one person can pour into the head of another. And each of us yearns occasionally for the time when he will find the one who can solve his problems for him.

But this is only one side of the picture. We also know -- all of us, including those who plead most earnestly for the expert -- that no one else can solve our problems for us. One of our cherished traditions is the right to reject the advice of those who know what's good for us. We all did it as children; we do it as adults and parents; and our children are learning the technique all too rapidly, more rapidly and with more enthusiasm and spirit, it seems, than they learn anything else.

On the one hand, we want people to tell us, and on the other hand we know they can't. In all probability we would resent their telling us even if they could. We really know that we have to make our own way. Others can nourish us, but we must do the growing.

These few remarks have appeared perhaps to be rather unrelated to the topic, and have seemed more like walking into a store to shop around for something without knowing what it is we're looking for. In one of the recent mystery novels there is a picturesque description of a general store on the Maine seacoast of the type where the watermelons are over under a stack of Levi's, and the shoes are over by the baked goods. Such a store, the author states, is ideally arranged for people with "serendipity" - those people who have "the happy quality of being able to find something they want but weren't looking for."

Seriously, though, isn't this a great talent? Aren't some of our greatest satisfactions the outcome of situations we didn't seek and didn't plan for? How does this help us to approach the question of "Building Family Strength?"

Strong Times in the Family

Most of us can recall recent times in our homes which we would call really strong times. Maybe it was at dinner some evening when everyone seemed easy and free and lots of real good communication took place. Or, perhaps it was a fleeting moment when you saw the first jonquil and everyone sighed deeply, "at last!" Or, perhaps it was at the end of a long, difficult session of matching income and outgo, when you realize this was really a strong period, but your shoulders suddenly relax and you sigh again, "At last."

Our problem is not to have these strong times. We do have them and we recognize them when they are with us. Our problem is to have them somewhat more often and to make them last a little longer.

Most families surely do have their strong times -- and these we believe in and cherish and remember and talk about in other strong times.

Unfortunately, we seem to lose the desire to talk about the strong times at the weaker times -- perhaps because we are ashamed of the way we are behaving, or too busy trying to extricate ourselves from the doldrums (a euphemism for "getting out of the dog house") by

flapping our sails instead of using the auxiliary motor. When we're gliding along under full sail we forget the stored up power in the motor. But in tight places which call for maneuvers and changes of direction and timing in split seconds, the power is there if we know how to turn it on, and it is ready to go.

In this connection, here is a little hint. Rachel Carson, author of those wonderfully sensitive books about the sea and nature, once wrote for the Woman's Home Companion a beautiful piece titled "Help Your Child to Wonder." In it she describes her explorations with her nephew, Roger, into the world of wonderment. She says:

"Senses other than sight can prove avenues of delight and discovery, storing up for us memories and impressions. Already Roger and I, out early in the morning, have enjoyed the sharp, clean smell of wood smoke coming from the cottage chimney. Down on the shore we have savored the smell of low tide -- that marvelous evocation combined of many separate odors, of the world of seaweeds and fishes and creatures of bizarre shape and habit, of tides rising and falling on their appointed schedule, or exposed mud flats and salt rime drying on the rocks. I hope Roger will later experience, as I do, the rush of remembered delight that comes with the first breath of that scent, drawn into one's nostrils as one returns to the sea after a long absence. For the sense of smell, almost more than any other, has the power to recall memories and it is a pity that we use it so little. *

Now here is the hint -- maybe some of you have done this many times. When things are not going too well, would it be a good idea to fill the house with the smell of savory dishes, the smell of wood smoke from the fireplace, the smell of a favorite perfume -- any smell which your family might associate with strong times and happy events?

We can perhaps make much more creative use of other senses -- hearing, sight, touch -- in evoking memories of deeply satisfying times. Is this using psychology? Sure it is; and what good is psychology if it cannot help us build or recover strength? We are skillful with words, at some times more than at others -- but surely not as skillful as we might be with smell, sight, hearing, and touch.

* "Help Your Child to Wonder" by Rachel Carson, Woman's Home Companion, July, 1956.

The human is a whole being. His windows are his senses. His thoughts and feelings are associated deeply inside him with important events in his life which he either felt, tasted, heard, saw, or smelled.

Lawrence K. Frank has recently developed the idea that during the opening years of life our being is organized to an extraordinary degree around the things we can feel through our skins. Gardner Murphy describes the idea thus:

"The first childhood experiences are experiences of contact, support, communication through primitive give-and-take. Slowly the self begins to be shaped in terms of differentiation from the world outside; the outer world is a world of seeing and hearing, organized in opposition to the warm inwardness of our primitive tactual and within-the-skin world. The obvious dependence of little children upon the love and support of those about them is paralleled by many studies of animal infants which likewise can be carried through a crisis by 'gentling', by rocking, soothing, physical contact. Thus, stress situations can be handled without permanent damage, it would appear, only insofar as children or young animals can consolidate a world within themselves by making contact with the pillars of strength, their parents or companions, whom they can touch."*

I would suggest, then, that strong times are those times when something happens to a person or between people which helps to gratify a deeply felt need, and this contributes to an overall feeling of happiness or satisfaction. They are those times when we are glad we are alive because we know we are making progress on the important tasks of living. And, as Dr. Rollo May has said, "Our task is to strengthen our consciousness of ourselves, to find centers of strength within ourselves which will enable us to stand despite the confusion and bewilderment around us."

Strong Families, Happy People

In other words, strong families are made by strong and deeply happy people.

* Murphy, Gardner, Human Potentialities. New York; Basic Books, Inc., 1958. P. 164

Perhaps we should stop here for a little while and look at this idea of happiness, since it is, for many people, so closely tied to strength.

What does living happily mean? Let's start with a definition from Webster. He gives two meanings:

(1) Good luck, good fortune, prosperity. (2) A state of well-being, characterized by relative permanence, by dominantly agreeable emotion ranging in value from mere content to positive felicity, and by natural desire for its continuation. Mental and moral health and freedom from irksome cares are its normal condition."

When one is happy, according to Webster, he has a feeling of well-being and enjoyment of good of any kind.

Perhaps we can recognize our happiness in these definitions. But perhaps we can see what happiness means more readily by looking to the poets and writers who picture it still in words, but with a little more feeling.

When we are searching out a new look at anything human, it usually pays handsomely to see as the artist sees. Research and text books, after an introduction to a subject, are certainly important as the solid core of knowledge in any exploration, but the start and the finish of any inquiry belong properly to poets. It is something akin to what makes a good actor, according to Sir Cedric Hardwicke: "It is the ability to tell the audience more about the part he plays than another actor can. Similarly, if six artists paint a horse, the best of them is not the one who most realistically portrays the animal, but the man who on this canvas tells you something about horses that no other artist has told you. Often we think of this as the prerogative of the old, the wise, or the scholarly. We are surprised to find that children and even we ourselves, on occasion, have this ability.

The Happiness of Sharing

We all remember A. A. Milne's charming House At Pooh Corner. He describes for us beautifully the deeply happy moments when we share experiences with other persons. Do you recall Pooh's answer when Christopher Robin asks him:

"What do you like doing best in the world, Pooh?"

"Well," said Pooh, "what I like best" - and then he had to stop and think. Because although Eating Honey was a very good thing to do, there was a moment just before you began to eat it which was better than when you were, but he didn't know what it was called. And then he thought that being with Christopher Robin was a very good thing to do, and having Piglet near was a very friendly thing to have; and so, when he had thought it all out he said, "What I like best in the whole world is Me and Piglet going to see You and You saying, 'What about a little something?' and Me saying, 'Well I shouldn't mind a little something, should you, Piglet,' and it being a hummy sort of day outside, and birds singing."

This is the happiness of sharing.

The Happiness of Creating

There is also the happiness of creating, of giving something original of oneself. Robert L. Cope, in a charming pamphlet entitled, What Speaks to Our Children describes an incident during his preparation of the manuscript when his son, Christopher, age 8, walked up to the typewriter and asked what he was doing. Cope told him, named the topic and asked, "What is important to children that parents might not understand?" "Write it down," said Christopher, and his father did: "Children like to play all sorts of games. They like silly things that parents can't understand. The parents tell them not to do it, and the children go out and do it where the parents cannot find out. And, that's why parents think there is a mystery."* There, you see, that clears up the whole thing. The urge to be playful, silly, free, creative.

We have it as children, but something happens along the way. It is tragic that our culture retains enough of the idea of the wastefulness of play to make some of us still feel a little guilty about having a good time.

* "What Speaks to our Children" by Robert L. Cope. Council of Liberal Churches (Universalist Unitarian) Inc., Division of Education, 25 Beacon Street, Boston, Mass. 1960. P. 10.

The Happiness of Leisure

There is yet the happiness of leisure, on contentment, as thus described by Marjorie B. Greenbie:

"Leisure is all life that is not yet bottled and packaged and sold by advertising. It is idling without conscience, and walking to get nowhere, and thinking that solves nothing, and talking to hear yourself talk. It is making things you can't sell, and making love that gets you no wife. It is the opportunity to cut and run. - " (The Arts of Leisure)

The Happiness of a Refreshed View of Problems

Happiness is enjoyment of a good thing, and these good things are of many kinds -- some of which we might at first glance even call "bad" things until we stop and think about them, or find a way to deal with them. Take for example the puzzles we call Problems, because they really trouble us. Trouble is tough to deal with, and thus assumes for many of us a bad connotation. But it has its other side, as Grace Nel Crowell helps us to see in her poem called --

PROBLEMS

"If a thing puzzles you too much, child," my mother used to say,
"Put it away.
Forget it awhile,
And run outdoors and play."
Today --
Tired and worn with a problem too great for my heart.
I shall lay it aside,
I shall go out into a world that is wide;
I shall forget
The intricate task -- the fret --
The clamor of it to be done;
I shall drink in the winey wind, and the sun;
I shall lie down on a green-gold slope awhile;
I shall look into the blue above me, mile on mile,
I shall look long --
And then, going back,
I shall laugh aloud to see
How simple is the problem waiting for me!

There is the happiness, then, of seeing problems in perspective, and of being able to deal with them more effectively because we let the fresh air blow in on them and on us and clear away the dust and cobwebs.

The Capacity to Enjoy

These are kinds of happiness. But notice that they all depend upon a capacity to enjoy. Enjoying yourself. Enjoying other people. Enjoying where one is and what one sees and hears. R. G. H. Siu in The Tao of Science writes:

In addition to thinking, the student should be provided with the education of feeling. He should learn to transcend language, sharing the wordless communion with nature typified by the story of a Buddhist Master lecturing to his monks. Just before the sermon began, a bird started singing on a bough outside the monastery walls. The Master kept quiet and everyone listened to the song in attentive silence. As soon as the bird finished, the Master announced the sermon was completed, and departed.

Enjoying at a deeper level than feeling happy about one's good luck, good fortune or prosperity. Of course, we all feel good when we bet on a winner and go home with a few more dollars than we came with. But this joy lasts only as long as the winnings last -- maybe not that long.

Of course, children begin this learning at what seems to us like a childish level. And why not? They are children.

A little over a year ago, for example, our family was driving to Baltimore to visit friends. On the way, our older boy, Doug, who was 14, informed us that he had succeeded in getting a date for a school dance with a girl named Diane, whom he had long admired, but had never been out with. Andy, our other boy, aged 9, piped in with a 9-year old reaction in a 9-year old sing-song, "Doug's gonna kiss Dia-a-ane." Doug retorted rather hotly, "Don't you wish you could!" And Andy shot right back with "I want to see her, first."

Perhaps in his childish way Andy was saying that he didn't know whether he would enjoy kissing Diane, even if he had the chance, the good luck to be offered the opportunity. What would she look like? Would she welcome his advances or repel them? What would his friends

think? Who knows what else he might have thought. But he was thinking of enjoyment, not just of good luck.

Four kinds of happiness are sources of strength: one grows out of sharing important times and events; another out of creating new paths, new awareness, new understanding; still another resides in the pauses, long or short, when we are for a while content; and then there is the happiness of a refreshed view of problems seen in their proper perspective.

And now, what about this capacity to enjoy?

Let's surely not assume that we can be strong, happy people all the time, or that we enjoy all the things we are called upon to do, or that all of us enjoy equally the various jobs that parenthood demands.

There are problems. Carl Sandburg asked, for example:

Why did the children put beans in their ears when the one thing we told the children they must not do was put beans in their ears?

Why did the children pour molasses on the cat when the one thing we told the children they must not do was pour molasses on the cat?"*

The Many Tasks and Roles of Parents

Or to take another approach, how many different tasks confront a mother or father in the course of a day? How many roles are there to be played in the drama of an average day back at the ranch? They will vary from family to family, but we would not be far wrong if we made a list something like the following:

transporter and chauffeur
nurse
comforter
helper with homework
repairer, painter, plumber, electrician, gardener, hot-rod
builder, fixer
cook

* Sandburg, Carl, The People, Yes, New York; Harcourt, Brace, & Co., 1936. P. 82.

washer and ironer
seamstress
financial wizard
supervisor
policeman, disciplinarian
lover
idea man

In many families, these roles are shared by both mother and father, and often grandparents, and there are differences in viewpoint about how they should be carried out, to say nothing of who should do them. It gets worse if we allow ourselves to fall into the trap of isolating ourselves from our partners, more or less temporarily, by other directed criticism.

What Children Want and Need

So much of what we do today is better suited to providing for each other, than it is to living with each other. We know that each child should have a bed of his own, space of his own, a place to call his own -- and we put in that space of his or hers the latest and best play equipment and educational gadgetry. All of it is important both from the child's standpoint and in the interests of the economic health of the society.

But what children really want and need are strong parents who understand them pretty well, know that they are growing, can help them see some alternatives and resources to use in approaching their problems, and who will ultimately leave them free to choose their own paths. Parents, in other words, who love their children intelligently.

How can one be this kind of strong parent? Again, as before, we are strong at times, and we feel the strength in ourselves when it is with us. Perhaps we can approach an understanding by recalling what we were like at those times, and what characterized our relations with others and with the world around us. And here I would go back to the word "enjoy." Its derivation is originally from a Latin term meaning "to be proud," "to be glad," and it reaches English by way of a French word meaning "to rejoice." In its true meaning, then, it combines pride, gladness, rejoicing.

What we believe, what we know and how we act will determine in large measure how much we enjoy. They will not only affect what we enjoy, but will condition or influence the amount of enjoyment others derive.

There has been, for example, much research attempting to understand the interplay between attitudes, knowledge, and action in the ways parents introduce their children to the society in which they live. The process, known as "socialization," gives a child his first, and many specialists would add, his most important experiences in love, authority, freedom, creativity, prejudice, justice and fair play, relative values of material and non-material things, respect and tolerance for others, relationships between age and youth, death, happiness, and in fact most of the important human questions.

Actions Speak Louder Than Words

Studies in the relationship between parent prejudice and child prejudice, as a specific illustration, show that when it comes to influencing a youngster's evaluation of people who are different, the parent's behavior has more to do with it than what parents say they believe. Actions speak louder than words. Are we proud of our integrity, and glad that people are different? How does this affect our behavior toward them? The French philosopher Alain has said, "It is a relatively easy thing to accept people as they are. If we really love them, we want them to be what they are."

What this means perhaps is that much of our speaking to children and to others around us must communicate in "ways beyond telling," to use Robert Cope's phrase. Cope gives a dramatic illustration of this: At the funeral service for his young nephew, the poet Walt Whitman sat, surrounded by little ones, holding a little girl in his lap. The child looked curiously at the spectacle of death, and then inquiringly into the old man's face. Said he, "You don't know what it is, do you dear? We don't either." That response used some words, but it was communicative in ways beyond telling. It was honest, sharing, and accepting. Are we at peace about death? We can be sure of this: whatever we are is getting across without words.*

* Cope, Robert L., op. cit. P. 14.

Do we as parents have to "know it all" in order to have strong families? Surely this is a posture which is, in reality, impossible for anyone, and very uncomfortable sooner or later for all who assume it.

What then is needed? If we cannot know all, we can surely ask and search, finding joy in the process. As Dr. Fritz Kunkel has put it, "We must develop our own creativity. To be curious, searching and yet at peace with the mysteries is the kind of enrichment demanded of us if we are going to share security and adventure with our children."

A Letter from Judy

What does it take to have a strong family. Maybe none of us know for sure, but we know how deeply two parents must have enjoyed reading the following letter, written by their daughter on the occasion of the father's retirement:

Dear Mother and Dad:

It is customary to give a testimonial of some sort when one's colleagues retire. If a father and mother aren't colleagues ("partner in office" - Webster's Dictionary) who is?

Anyway, there are some things that should be said in grateful remembrance.

It has been and is very nice being a child in the Harrison family. We have been treated as reasoning persons, treated with respect and at least some understanding all our lives. Too much understanding is frightening and stultifying. But no understanding is impossible and hateful and full.

Life as your child taught the nicest lessons possible. It taught me to have fun - to enjoy the moment or the person at hand. It taught that there is a lot to laugh at, and the more one knows, the more fun and laughter there can be. As a result, it always amazes me slightly to hear others say they're bored. It seems so useless and so wasteful. If I am bored, it is my own fault, and I am not afraid of the new experience or of the untried job or neighborhood. Everything is so very interesting always, and I must thank you two for this. You taught this.

I must thank you also for the success I have had in work and in marriage, another more important type of job. You taught me the stern necessities of duty and loyalty to one's employer. More than that, you taught me the necessity of loyalty and honesty to self -- the personal honor that makes anyone do his very best, whether anyone else knows about it or not. The sometimes unhappy power of knowing what my best was and is, and always judging whether I have fulfilled this requirement or not has kept me at least 50 percent of capacity, but I know what I can give and know that by giving I receive in return, in work, in loyalty, in love.

You two have always given in love. Sometimes it was stern and harsh. Sometimes it was soft. Sometimes it was fun. Anyway, you have done your best to fit us to make our own places in life and to do as best we can there.

The very best thing I can say about you two is that I have loved my 35 years of life. I don't like all of it and wouldn't live it over for anything. But chiefly, I want to see what comes next. The people who look back on college or high school or childhood as the "best years of their lives" are pathetic. I keep having a better time the longer time goes on - and I can thank you largely for that. You had a child. You made an adult. Thank you.

Judy

Surely, the Harrisons are a strong family.

APPENDIX D

RESOURCE GUIDE: CONSUMER PROBLEMS OF THE POOR

RESOURCE GUIDE*

CONSUMER PROBLEMS OF THE POOR

- I. Most of the problems are related to installment buying.
 - A. Paying high prices for poor and used merchandise
 - B. High interest rates for poor credit risk
 - C. Forfeiture of goods due to lapsed payments
 - D. Legal involvement
 - E. Exploitive practices of retailers
- II. Inducements to installment buying
 - A. Bait and switch tactics
 - B. Deceptive advertising
 - C. Easy credit
 - D. Desire to enjoy now - inability to see any future opportunity better than present
 - E. Door to door peddler
- III. What is bought on installment?
 - A. Hard goods - TV's, phonographs, sewing machines, washing machines, vacuum cleaners, automobiles
 - B. Small appliances, stainless steel pots and pans
 - C. Furniture
 - D. Jewelry
 - E. Encyclopedia and Magazines
- IV. Characteristics of the poor consumer
 - A. Low school grade completion
 - B. Unemployed
 - C. Welfare recipient
 - D. Aged
 - E. Minority group
 - F. Young marrieds
 - G. One-parent families
 - H. Workers in low-paid occupations
 - I. Continuously in debt

* Prepared by Mrs. Margaret M. Morris, Washington, D.C., January, 1966. Mrs. Morris is currently Project Director of the National Committee on Household Employment.

V. Action (basic considerations)

- A. With the poor, not for the poor
- B. Gap in social status between educators and poor an obstacle to be overcome
- C. Community organization around issues
- D. Education is action, too, and must be on-going

VI. Examples of action

- A. Credit Unions
- B. Pricing of commodities and equipment
- C. Cooperative buying
- D. Boycotting and picketing
- E. Gathering evidence for the FTC
- F. Grievance committees
- G. Developing an exhibit of packages to show comparative values and prices
- H. Setting up a model apartment to show alternative to purchasing on installment plan
- I. Organizing a workshop on consumer education
- J. Demonstrations on Used Car Buying
- K. Developing a code of ethics with a neighborhood business group
- L. Organizing a counseling service
- M. Writing legislation on retail credit disclosure
- N. Setting up consumer courses in schools for day students, extended school and adult education
- O. Organizing basic education or literacy courses around consumer problems

VII. Resources - Examples

- A. Federal - Federal Trade Commission, U.S. Dept. of Agriculture, Food and Drug Administration, U.S. Public Health, U.S. Office of Education.
- B. State governments - similar to Federal government depts. and fraud commissions.
- C. Local government depts. - Health Department, Bureau of Measures and Weights, Board of Education.
- D. Private organizations - National Consumers League, Cooperative Association of America, Better Business Bureau, National Education Association, Business Associations, Trade Unions, Consumers Union, League of Women Voters.

VIII. Conclusion: Consumer Action and Education help people to help themselves develop skills to cope with today's market place; to withstand the pressures of advertising; to learn how to select goods and services; to understand protections available to them and where to go for help and information; and how to develop power to grapple with the system and get practices changed.

WHAT TO ASK BEFORE BUYING

Name of Store _____ Item _____

Address _____ Brand _____

Name of Salesman _____ Date _____

Is the price marked? Yes ____ No ____ Price \$ ____ + Tax \$ ____ = \$ ____ Cash Price

CREDIT PRICE

Down Payment	(a)	\$ _____	
Monthly payment \$ _____	(b)	\$ _____	
Months to pay x _____	(c)	\$ _____	
Multiply (b) by (c) _____	(d)	\$ _____	
Add line (a) to line (d) = Total	(e)	\$ _____	Enter (e) \$ _____
			Total Credit Cost

EXTRA CHARGES

Installation charge	\$ _____	
Delivery charge	\$ _____	
Charge for pick up of old equipment	\$ _____	
Warranty charge	\$ _____	
Other charges (describe) _____	\$ _____	
Add all extra charges for total	\$ _____	\$ _____
		Total Extra Charges

If buying for cash, add CASH PRICE to TOTAL EXTRA CHARGES for total cash cost. \$ _____ Cash Cost

If buying "on time," add CREDIT PRICE to TOTAL EXTRA CHARGES for total cost when bought "on time" \$ _____ Credit Cost

Monthly payment includes interest at _____% per _____ or _____, and
cr month year
Service charge at _____% per _____ or _____.
month year

If payment is made within 90 days is there any service charge? Yes ____ No ____
May balance due be paid before end of contract? Yes ____ No ____
Warranty time limit: Months ____ or Years ____ Yes ____ No ____
Is there a charge for labor? Yes ____ No ____
Is there a charge for parts? Yes ____ No ____
Who services item under the warranty? Dealer ____ Manufacturer ____
Is there an extra service contract which may be bought? Yes ____ No ____
Credit is financed by: Store ____ Finance Company ____ Bank ____

APPENDIX E

WHO CAN HELP: LOCAL RESOURCES FOR CONSUMER EDUCATION AND ORGANIZATIONS

WHO CAN HELP: LOCAL RESOURCES FOR
CONSUMER EDUCATION AND ORGANIZATIONS*

BUYING ON TIME
(See Credit)

CLOTHING

Anti-poverty community action program
Better Business Bureau
County or local extension service
High Schools, colleges, universities (home
or consumer economics)
Neighborhood houses, churches, settlements,
YMCA, YWCA
Retail stores, retail associations

COMPARISON
SHOPPING

Anti-poverty community action program
Consumer cooperative society or supermarket
County or local extension service
Neighborhood houses, churches, settlements,
YMCA, YWCA
Newspaper advertisements

CONSUMER
EDUCATION
FOR LOW INCOME
FAMILIES

AFL-CIO Department of Community Services
representatives (councils or union locals)
Anti-poverty community action program
Board of Education (adult education department)
Community council or other federation of social
services
County or local extension service
Ethnic group organizations (local branches)
Family service agencies
Neighborhood houses, churches, settlements,
YMCA, YWCA
Public housing agency
Retail stores, retail associations
Welfare agency

* Taken from The Most for Their Money - A Report of the Panel in
Consumer Education for Persons with Limited Incomes, June, 1965,
President's Committee on Consumer Interests, Superintendent of
Documents, U.S. Government Printing Office, Washington, D.C.
20402 40¢

CONSUMER
REPRESENTATION

Community consumer organizations
Consumer cooperatives
Credit unions

COOPERATIVE
BUYING

Anti-poverty community action program
Consumers' cooperative society or supermarket
Neighborhood houses, churches settlements,
YMCA, YWCA
Wholesalers

CREDIT
(See also
Fraud)

AFL-CIO Department of Community Services
representatives (councils or union locals)
Anti-poverty community action program
Banks
Better Business Bureau
Chamber of Commerce
County or local extension service
Credit unions
High schools, colleges, universities (business;
economics; home or consumer economics;
social studies)
Retail stores, retail associations

CREDIT UNIONS

Anti-poverty community action program
Credit unions

FOOD
(See also
Health)

Anti-poverty community action program
Community council or other federation of social
agencies
Community medical and dental societies
County or local extension service
Family service agencies
Health department
High schools, colleges, universities (home or
consumer economics)
Neighborhood houses, churches, settlements,
YMCA, YWCA
Retail stores, retail associations
Visiting nurse services
Welfare agency

FRAUD
(See also
Legal Aid)

Anti-poverty community action program
Better Business Bureau
Chamber of Commerce
District attorney or city attorney
Retail stores, retail associations
Weights and measures regulatory agency

HEALTH	Anti-poverty community action program Community medical and dental societies Health department Health agencies under NATIONAL (local chapters) High schools, colleges, universities (health education) Medical schools Poison control centers Visiting nurse services
HOUSEHOLD GOODS AND APPLIANCES	Anti-poverty community action program Better Business Bureau Chamber of Commerce Community Council or federation of social Family service agencies High schools, colleges, universities (home or consumer economics) Public housing agency Retail stores, retail associations Welfare agency
INSURANCE	Anti-poverty community action program Better Business Bureau High schools, colleges, universities (business; economics; home or consumer economics)
LEGAL AID	Anti-poverty community action program City or county bar association District attorney or city attorney Legal Aid Society, legal aid committee or clinic Small claims court
LITERACY TRAINING	Anti-poverty community action program Educational TV Neighborhood houses, churches, settlements, YMCA, YWCA Public schools (adult education)
MEDICINE (See Health)	
MONEY MANAGEMENT	Anti-poverty community action program Banks County or local extension service Credit unions Family service agencies High schools, college, universities (business; home or consumer economics) Neighborhood houses, churches, settlements, YMCA, YWCA

MONEY
MANAGEMENT
(continued)

Retail stores, retail associations
Welfare agency

NUTRITION
(See Food,
Health)

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